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ABSTRACT

This report describes and evaluates the methods and procedures used for the field test of the Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). The B&B:2000/01 field test included important changes from previous B&B surveys (conducted in 1994 and 1997) in its sample design and collection of data. The introductory chapter describes the background, purposes, schedule, and products of the B&B:2000/01 study and the unique purposes of the field test. In chapter 2, the field test design and method are described. Overall outcomes of data collection, as well as results of special studies, are presented in chapter 3. Chapter 4 documents the quality of the data collected, and chapter 5 summarizes the major recommendations for changes in design for the full-scale study. Materials used during the field test are provided as five appendixes to the report, and cited, where appropriate, in the text. (Contains 33 tables and 6 figures.) (SLD)

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Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report

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Foreword

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Most of all, we are greatly indebted to the baccalaureate degree recipients who generously participated in the telephone follow-up survey. Their willingness to take the time to share information has made this field test study a success, and greatly improved the design of the full-scale B&B:2000/01.

Baccalaureate and Beyond Longitudinal Study:

2000/01 Follow-Up Field Test Methodology Report

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Office of Educational Research and Improvement
National Center for Education Statistics

September 2001

Preface

This report describes and evaluates the methods and procedures used for the field test of the Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). The B&B:2000/01 field test included important changes from previous B&B surveys (conducted in 1994 and 1997) in its sample design and collection of data. For example, the current field test is the first to restrict the selection of institutions to those which are Title IV eligible.

We hope that the information provided in this report will be useful to interested readers. The results of this field test were used to modify study procedures and instrumentation to be used in the full-scale B&B:2000/01, and should not be used to produce national estimates. Additional information about B&B:2000/01 and the B&B series is available on the web at http://nces.ed.gov/surveys/b&b.

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Acronyms

B&B	Baccalaureate and Beyond Longitudinal Study
CADE	Computer-Assisted Data Entry
CASES	Computer-Assisted Survey Execution System
CATI	Computer-Assisted Telephone Interviewing
DAS	Data Analysis System
DDS	Data Dictionary System
DK	"Don't Know" [response code]
ECB	Electronic Codebook
FCMS	Field Case Management System
GED	General Equivalency Diploma
IC	Institutional Characteristics
IMS	Integrated Management System
IPEDS	Integrated Postsecondary Education Data System
NASFAA	National Association of Student Financial Aid Administrators
NCES	National Center for Education Statistics
NCOA	National Change of Address [system; U.S. Postal Service]
NPSAS	National Postsecondary Student Aid Study
NSLDS	National Student Loan Data System
OERI	Office of Educational Research and Improvement
OJT	On-the-Job Training
OMB	Office of Management and Budget
PLSSS	Postsecondary Longitudinal Sample Survey Studies
PT&E	Production Time And Expense
RCG	Recent College Graduates [study series]
RCS	Receipt Control System
RE	Refusal [response code]
RTI	Research Triangle Institute
SSN	Social Security Number
TOPS	Tracing Operations Unit [RTI]
TRP	Technical Review Panel

Chapter 1

Introduction, Background, and Purpose

This document describes, summarizes, and evaluates the methodological procedures and results for the *field test* of the Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). The Research Triangle Institute (RTI), assisted by MPR Associates, Inc., is conducting the B&B:2000/01 field test and subsequent full-scale study for the National Center for Education Statistics (NCES) of the U. S. Department of Education.

This introductory chapter describes briefly the background, purposes, schedule, and products of the B&B:2000/01 study and the unique purposes of the field test. In Chapter 2, the field test design and method are described. Overall outcomes of data collection, as well as results of special studies, are presented in Chapter 3. Chapter 4 documents the quality of the data collected, and Chapter 5 summarizes the major recommendations for changes in design for the full-scale study. Materials used during the field-test survey are provided as appendices to the report and cited, where appropriate, in the text.

A. Background and purpose of Baccalaureate and Beyond

The purpose of the B&B follow-up study is to describe recent bachelor's degree recipients and their activities in the year after graduation. B&B is designed to address issues such as time to degree, labor force participation and economic returns, participation in post-baccalaureate education, and student debt.

As in the previous studies, B&B collects base-year data during the National Postsecondary Student Aid Study (NPSAS) data collection. For example, NPSAS:93 served as the base year for data collection for the first Baccalaureate and Beyond Longitudinal Study (B&B:1993). These students were identified in NPSAS:93 as baccalaureate recipients during the 1992–93 school year. The first follow-up took place one year after graduation (B&B:93/94) and the second occurred four years after graduation (B&B:93/97). As with B&B:93/94, the current study will collect follow-up data from students who were identified as baccalaureate recipients in the NPSAS:2000 survey, one year after graduation. And, as with B&B:93/94 and the prior NCES Recent College Graduates (RCG) study series, it will allow study of graduates' experiences as undergraduates and their initial forays into graduate education and the labor market. It also offers an important opportunity to study early outcomes of newly qualified

teachers, including entry and attrition, certification, and participation in the teaching profession, and enables the continuation of a series of earlier NCES reports.

One of the major issues addressed in the B&B Longitudinal Study is how long it takes undergraduates to earn a bachelor's degree. B&B:2000/01 will permit continuation of the "time to degree" trend data provided by the preceding RCG cross-sectional and B&B:93 longitudinal surveys, which are periodically reported as indicators in the annual Condition of Education published by NCES.

B&B also provides information about the economic returns to bachelor's degree completion. B&B:2000/01 extends trend data from RCG and B&B:93/94 on employment status, income, and unemployment one year after graduation. In addition, B&B provides information about the supply of graduates trained in science and technology, and about the graduates who are employed in those fields. The issue of student debt, through both the federal student loan programs and the increased use of credit cards, is particularly relevant for recent college graduates. Data collected for B&B provide an estimate of the average debt accumulated by students in order to complete a bachelor's degree, and how this may affect future plans. With the addition of federal student loan history data from National Student Load Data System (NSLDS), B&B:2000/01 will be able to expand and improve information on student debt and repayment.

B&B:93/94 provided the data for the NCES report on newly qualified teachers. B&B:2000/01 offers the opportunity for comparative analyses to determine whether recent graduates' perspectives regarding teaching or tendencies to enter teaching changed in the seven years between these surveys.

B. Overall schedule and products of B&B:2000/01

B&B:2000/01 full-scale data collection is scheduled for June through December 2001. The operational schedule for the B&B:2000/2001 field test is presented in table 1.1.

Table 1.1 – Start and end dates for major B&B:2000/2001 field test activities

Activity	Start date[1]	End date[2]
Sampling	12/6/99	12/29/99
Preload base-year data into computer-assisted telephone interviewing (CATI) records	3/17/00	3/17/00
CATI training	3/20/00	3/25/00
Mailed student prenotification letters	3/27/00	3/27/00
CATI data collection	3/28/00	7/2/00

[1]This is the date on which the activity was initiated for the first applicable school and/or its associated students.
[2]This is the date on which the activity was completed for the last applicable school and/or its associated students.

The following publications and data products will be produced:

- electronically documented, restricted access research files (with associated electronic codebooks) for research data users;

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- a Data Analysis System (DAS) for public access to B&B:2000/01 data;
- methodology reports for both the field test and the full-scale studies, providing details of sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse bias analyses; and
- two descriptive summaries: (1) a B&B descriptive summary with an essay, and (2) a report on newly qualified teachers.

C. Purpose of the field test

The major purpose of the B&B:2000/01 field test was to plan, implement, and evaluate all operational and methodological procedures, instruments, and systems proposed for use in the full-scale study. Many such methodological features, representing enhancements or refinements to previously used B&B approaches, had not been fully tested in the past. Using and testing methodologies in the field test that parallel the data collection procedures proposed for the main B&B data collection allow such procedures to be modified as necessary, before the much larger (and more expensive) full-scale data collection activities begin.

Chapter 2

Design and Method of the Field Test

A. Sample design

The B&B:2000/01 field test sample is a sample of postsecondary students in the United States and Puerto Rico who completed a baccalaureate degree between July 1, 1998, and June 30, 1999. Students were identified as potentially eligible for the B&B field test if the institution or student indicated that the student had received or was a candidate to receive a baccalaureate degree between July 1, 1998, and June 30, 1999. All potentially eligible B&B students who responded in the NPSAS:2000 field test were sampled for the B&B follow-up survey. A subsample was selected from the potentially eligible B&B students who did not respond in the NPSAS:2000 field test.

1. NPSAS institutional sample

Effectively, all U.S. institutions eligible for Title IV aid[1] that offered academically or vocationally oriented postsecondary programs were eligible for NPSAS:2000.[2] Specifically, to be eligible for NPSAS:2000, a non-military-academy educational institution must

- offer an educational program designed for persons who have completed secondary education;
- offer more than just correspondence courses;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in the 50 states, the District of Columbia, or Puerto Rico; and

[1] U.S. military academies were excluded due to their atypical funding/tuition base.

[2] The NPSAS universe for the field test included all eligible institutions in the 1997–98 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file.

- have a signed Title IV participation agreement with the Department of Education.

Institutions providing only vocational, recreational, remedial, or correspondence courses, or only in-house courses for their own employees, were excluded.

Institutions selected for the NPSAS:2000 field test were not selected for the full-scale study because participation in both surveys was considered excessively burdensome. To accomplish this, the field test sample was selected after institutions large enough to be certainty institutions in the full-scale survey were deleted from the field test institutional sampling frame. Then, a stratified simple random sample of institutions was selected for the field test, using the same 22 strata as the full-scale study. Although no probability-based inferences were planned for the field test, a probability-based sample was used because the complement of the field test sample will be used for the full-scale study-sampling frame.

An important benefit of this method of selecting the institutions for the field test is that a more up-to-date institutional sampling frame could be constructed for the full-scale survey without loss of the ability to generalize to the full population. The full-scale sampling frame will be constructed from the 1998–99 IPEDS IC file, which became available after the field test sample had been selected. Institutions that had been selected for the field test sample will be deleted from the full-scale sampling frame so that they will not be selected for the full-scale sample. The probability of selection for the full-scale study will be adjusted for institutions on the sampling frame based on the probability that they were not selected for the field test sample.

Nearly twice as many institutions as needed were selected in the simple random sample for the field test so that the field test sample could be selected purposively from this sample. Three institutions in Puerto Rico were purposively selected to evaluate the viability of alternative methods of locating and interviewing students located there, and to check on whether the improved response rates, which RTI achieved in Puerto Rico in NPSAS:96, would continue. Clusters of institutions were selected in several cities to provide an adequate number of students for testing the field interviewing procedures. The remaining field test institutions were selected to represent the 22 institutional strata.

In total, 74 institutions were selected for the field test with the expectation that this sample size would yield 66 institutions that both were eligible and would provide lists for student sampling. A breakdown of sampled institutions by original institutional stratum is provided in table 2.1. This table also shows, in total and by institutional stratum, eligibility rates and rates for providing student lists. Overall, 98 percent of the sampled institutions met NPSAS eligibility requirements, and of those, about 86 percent provided lists for student sampling.

Table 2.1—NPSAS:2000 field test institutional sampling, eligibility, and list providing, by sampling stratum

Institution sampling stratum	Sampled institutions		Eligible institutions		Provided lists	
	Number	Percent[1]	Number	Percent[2]	Number	Percent[3]
Total	74	100.0	73	98.6	63[4]	86.3
Public						
1 Less-than-2-year	3	4.1	3	100.0	3	100.0
2 2-year	2	2.7	2	100.0	2	100.0
Total less-than-4-year	5	6.8	5	100.0	5	100.0
3 Bachelor's, high ed[5]	2	2.7	2	100.0	2	100.0
4 Bachelor's low ed[6]	4	5.4	4	100.0	4	100.0
5 Master's, high ed	4	5.4	4	100.0	3	75.0
6 Master's, low ed	4	5.4	4	100.0	4	100.0
Total 4-year non-doctorate-granting	*14*	*18.9*	*14*	*100.0*	*13*	*92.9*
7 Doctorate-granting, high ed	2	2.7	2	100.0	2	100.0
8 Doctorate-granting, low ed	4	5.4	4	100.0	2	50.0
9 First-professional-granting, high ed	2	2.7	2	100.0	2	100.0
10 First-professional-granting, low ed	6	8.1	5	83.3	5	100.0
Total 4-year doctorate-granting	*14*	*18.9*	*13*	*92.9*	*11*	*84.6*
Private, not-for-profit						
11 Less-than-2-year	2	2.7	2	100.0	2	100.0
12 2-year	2	2.7	2	100.0	1	50.0
Total less-than-4-year	*4*	*5.4*	*4*	*100.0*	*3*	*75.0*
13 Bachelor's, high ed	2	2.7	2	100.0	2	100.0
14 Bachelor's, low ed	5	6.8	5	100.0	5	100.0
15 Master's, high ed	2	2.7	2	100.0	2	100.0
16 Master's, low ed	5	6.8	5	100.0	4	80.0
Total 4-year, non-doctorate-granting	*14*	*18.9*	*14*	*100.0*	*13*	*92.9*
17 Doctorate-granting, high ed	2	2.7	2	100.0	1	50.0
18 Doctorate-granting, low ed	5	6.8	5	100.0	4[7]	80.0
19 First-professional-granting, high ed	2	2.7	2	100.0	1	50.0
20 First-professional-granting, low ed	7	9.5	7	100.0	6[7]	85.7
Total 4-year, doctorate-granting	*16*	*21.6*	*16*	*100.0*	*12*[4]	*75.0*
Private, for-profit						
21 Less-than-2-year	4	5.4	4	100.0	3	75.0
22 2-year or more	3	4.1	3	100.0	3	100.0
Total private, for-profit	*7*	*9.5*	*7*	*100.0*	*6*	*85.7*

[1]Percent is based on overall total within column.
[2]Percent is based on number sampled within row.
[3]Percent is based on number eligible within row.
[4]Includes two institutions which agreed to provide lists but did not do so in the time provided
[5]A school was classified as "high ed" if it was in the top 20 percent of its stratum in terms of the numbers of baccalaureate students graduating with education degrees.
[6]A school was classified as "low ed" if it was not in the top 20 percent of its stratum in terms of the numbers of baccalaureate students graduating with education degrees.
[7]Includes one institution which agreed to provide lists but did not do so in the time provided.

NOTE: Most first-professional-granting institutions award doctor's degrees as well as first-professional degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study:2000 field test.

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2. NPSAS student sample

Not all students enrolled in eligible institutions were considered eligible for NPSAS. In addition to being enrolled at a NPSAS-eligible institution during the appropriate time frame (for the field test, between July 1, 1998, and April 30, 1999; for the full-scale study, between July 1, 1999, and June 30, 2000), NPSAS-eligible students had to be: enrolled in either (1) an academic program; (2) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (3) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award. Simultaneously, they could not be concurrently enrolled in high school, nor enrolled solely in a GED or other high school completion program.

Students who received a baccalaureate degree at any time between the appropriate dates for the field test (between July 1, 1998, and June 30, 1999) were eligible for the NPSAS and the Baccalaureate and Beyond studies.

Students were selected from "unduplicated"[3] student lists provided by participating institutions, using the same procedures to be implemented in the full-scale study. While schools were made aware of student eligibility requirements, as in previous waves of NPSAS, the bulk of the student eligibility determination was accomplished after sampling from the provided lists (i.e., during record abstraction or student interviewing). Incorrect information provided by institutions as to student status resulted in some other misclassification errors, which were also corrected after sampling.

Students were stratified within selected institutions into seven strata. Separate strata were established for baccalaureate degree completers, undergraduates, first-professional students, and other graduate students. The baccalaureate stratum was subdivided into two mutually exclusive strata based on whether students' major field of study was business or another field. Three graduate strata were defined as: students in master's degree programs, students in doctorate degree programs, and other graduate students. Stratum sampling rates were predetermined for each institution to yield the desired stratum sample sizes and minimum institution sample sizes.

Business baccalaureate recipients were sampled at lower sampling rates than other baccalaureate recipients because large proportions of all baccalaureate degrees are awarded to business majors. Differential sampling rates were also used for the three types of graduate students in order to get adequate representation of students pursuing doctoral degrees and to limit the sample size for "other" graduate students, who are of limited inferential interest. Established sampling rates were applied to the unduplicated student lists to attain the sample using stratified systematic sampling procedures. The sample was constrained so that (1) no less than 25 students were to be selected from each institution, even if the sampling rate had to be raised; and (2) the total sample

[3]In some instances, the lists could be unduplicated by the supplying institutions. However, in many cases, institutions were unable (or unwilling) to supply unduplicated lists, and the unduplicating process was accomplished by contractor staff.

from an institution did not exceed the expected sample size based on the 1997–98 IPEDS information by more than 50, even if the rates had to be reduced. The sample size was monitored by strata and sampling rates were adjusted, where appropriate.

The achieved field test student sample sizes are shown in table 2.2 by institutional type and student stratum. About half of the overall sample, more than half of the baccalaureate sample, and almost half of the other undergraduate sample were selected from public institutions (reflecting the higher undergraduate enrollment in such institutions); however, the graduate/first-professional sample had a slightly higher percentage selected from private, not-for-profit institutions than from public institutions. During the full-scale study, the sample sizes in each student stratum will be closely monitored and the sampling rates adjusted, as necessary, to achieve target sample sizes.

Table 2.3 shows the base-year NPSAS field test response rates for the B&B cohort. A total of 1,302 potential baccalaureate degree recipients were identified using institutionally provided lists of students who graduated or were candidates to graduate between July 1, 1998, and June 30, 1999. Of the 1,302 potential baccalaureate degree recipients sampled during the base year, 196 were from institutions that submitted data-file CADE. The collection of CADE information via data file was a procedural test, and these cases were not intended to be loaded into the computer-assisted telephone interviewing (CATI) system because there would not be sufficient time to work these cases in CATI during the base year field test. Therefore, the 196 data file cases were excluded from both the base year and follow-up samples. Additionally, 61 of the 1,302 B&B sampled students were subsequently determined in the NPSAS field test survey to be ineligible. Of the remaining 1,045 students sampled as B&B who were eligible for NPSAS, 797 (76.3 percent) participated in NPSAS. Students in public institutions had the highest NPSAS response rates for the B&B cohort (80.2 percent).

The field test student sample was selected to represent the various institutional sectors so that we could properly test the study instruments and operations. However, since we are not interested in making statistical inferences from field test data, ensuring population coverage was not as critical for the field test design as it will be in the full scale study.

Table 2.2—Initial classification of NPSAS:2000 field test student sample, by school type and student stratum

Institution type	Student sampling stratum[1]							
	Total sample		Baccalaureate sample[2]		Other undergraduate sample		Graduate/first-professional sample[2]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	2,587	100.0	1,302	100.0	680	100.0	605	100.0
Institutional level								
Less-than-2-year	245	9.5	(†)	(†)	245	36.0	(†)	(†)
2-year	178	6.9	(†)	(†)	178	26.2	(†)	(†)
4-year, non-doctorate-granting	986	38.1	717	55.1	176	25.9	93	15.4
4-year, doctorate granting	1,178	45.5	585	44.9	81	11.9	512	84.6
Institutional control								
Public	1,303	50.4	715	54.9	317	46.6	271	44.8
Private, not-for-profit	1,082	41.8	587	45.1	195	28.7	300	49.6
Private, for-profit	202	7.8	(†)	(†)	168	24.7	34	5.6
Institutional sector								
Public, less-than-2-year	93	3.6	(†)	(†)	93	13.7	(†)	(†)
Public, 2-year	83	3.2	(†)	(†)	83	12.2	(†)	(†)
Public, 4-year, non-doctorate-granting	496	19.2	346	26.6	104	15.3	46	7.6
Public, 4-year, doctorate-granting	631	24.4	369	28.3	37	5.4	225	37.2
Private, not-for-profit, 2-year or less	79	3.1	(†)	(†)	79	11.6	(†)	(†)
Private, not-for-profit, 4-year, non-doctorate-granting	490	18.9	371	28.5	72	10.6	47	7.8
Private, not-for-profit, 4-year, doctorate-granting	513	19.8	216	16.6	44	6.5	253	41.8
Private, for-profit, less-than-2-year	98	3.8	(†)	(†)	98	14.4	(†)	(†)
Private, for-profit, 2-year or more	104	4.0	(†)	(†)	70	10.3	34	5.6

†Not applicable.

[1]As expected (and verified following record abstraction), the original sampling frames misclassified some individual students as to baccalaureate, undergraduate, graduate, and first-professional status; statistics presented in this table are based on the initial sampling frame classification.

[2]For this presentation, the two baccalaureate strata (baccalaureate business and baccalaureate other) have been combined and the master's, doctor's, other graduate, and first-professional strata have been combined into a single graduate/first-professional stratum.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study:2000 field test.

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Table 2.3—B&B cohort NPSAS:2000 field test response rates, by institution type

Institution type	Eligible sample students	Participating students	Response rate (%)
All institutions	1,045	797*	76.3
Institutional level			
Bachelor's or less	314	243	77.4
Master's	292	217	74.3
Doctor's	115	84	73.0
First-professional	324	253	78.1
Institutional control			
Public	565	453	80.2
Private, not-for-profit	480	344	71.7
Private, for-profit	0	0	(†)
Institutional sector			
Public, bachelor's or less	120	98	81.7
Public, master's	172	136	79.1
Public, doctor's	76	62	81.6
Public, first-professional	197	157	79.7
Private, not-for-profit, bachelors or less	194	145	74.7
Private, not-for-profit, master's	120	81	67.5
Private, not-for-profit, doctor's	39	22	56.4
Private, not-for-profit, first-professional	127	96	75.6
Private, for-profit	0	0	(†)

† Not applicable.
*Includes 79 NPSAS-eligible students who did not receive a baccalaureate degree during the NPSAS year (i.e., false positives) and excludes 12 responding students who were not in the B&B sample (i.e., false negatives).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study:2000 field test.

3. B&B follow-up student sample

The sampling frame for the B&B:2000/01 field test was constructed by considering the following types of students from the NPSAS:2000 field test:

- students who were located and interviewed during the NPSAS:2000 field test, and confirmed to be baccalaureate recipients between July 1, 1998, and June 30, 1999;
- students who were sampled as members of the B&B cohort, and located but not interviewed in the NPSAS:2000 field test;
- students who were sampled as baccalaureate recipients, but not located for the NPSAS:2000 field test;

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- students who were sampled as baccalaureate recipients but classified as exclusions[4] for NPSAS; and
- students who were sampled as baccalaureate recipients but did not meet the NPSAS eligibility requirements specified in section A.2.

For each of the above categories, table 2.4 shows the distribution of NPSAS:2000 field test and the B&B follow-up sample.

The first three types of students listed above formed the three sampling strata for the B&B:2000/01 field test. All students were selected from the first stratum. Within the other two strata, the students were sorted by whether or not they were included in the NPSAS incentive experiment,[5] and then they were further sorted by the nine-level institutional sector. Within each stratum, a systematic sample was selected from the sorted frame, which ensured proportional representation of the students within strata by whether or not they were included in the incentive experiment and by sector. The total B&B follow-up field test sample size consisted of 855 students, 672 of whom were not in the NPSAS incentive experiment, and 183 of whom were in the experiment. The B&B follow-up sample distribution by institutional sector is shown in table 2.5. None of the exclusions or ineligible students was sampled.

B. Data collection design

1. Locating

The basic B&B:2000/01 design involved tracing sample members to their current location and conducting a computer-assisted telephone interview with them about their experiences since the NPSAS:2000 field test interview approximately one year earlier. The data collection activities, including locating, are shown in figure 2.1. While the flow shown is sequential for any given case, these activities were quite dynamic. At any given time during the locating/interviewing period, different sample members were at markedly different stages in the flow.

[4] Students who had died or were incarcerated, institutionalized, or out of the country for the duration of the data collection period were classified as exclusions for NPSAS.

[5] See chapter 2, section H.2, for more details.

Table 2.4—Distribution of NPSAS:2000 field test and B&B:2000/01 follow-up sample sizes

Disposition of NPSAS:2000 field test B&B cases	NPSAS:2000 B&B field test sample	B&B:2000/01 follow-up field test sample size
Total	1,034	855
NPSAS:2000 respondent, confirmed B&B	730	730*
Located but not interviewed in NPSAS:2000	117	59
Not located	131	66
Exclusion	21	0
Confirmed ineligible during NPSAS:2000	35	0

*Includes 718 respondents from the B&B base-year sample and 12 respondents who were not initially selected as part of the B&B sample but were determined to be B&B eligible during the base year (i.e., false negatives).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

Table 2.5—B&B:2000/01 field test sample sizes, by sector of NPSAS institution

NPSAS:2000 institutional sector	B&B:2000/01 field test sample size
Total*	855
Public, 4-year, non-doctorate granting	250
Public, 4-year, doctorate-granting	232
Private, not-for-profit, 4-year, non-doctorate-granting	249
Private, not-for-profit, 4-year, doctorate-granting	123

*The total includes one case that was sampled at a 2-year institution but was determined to be eligible for B&B at another institution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

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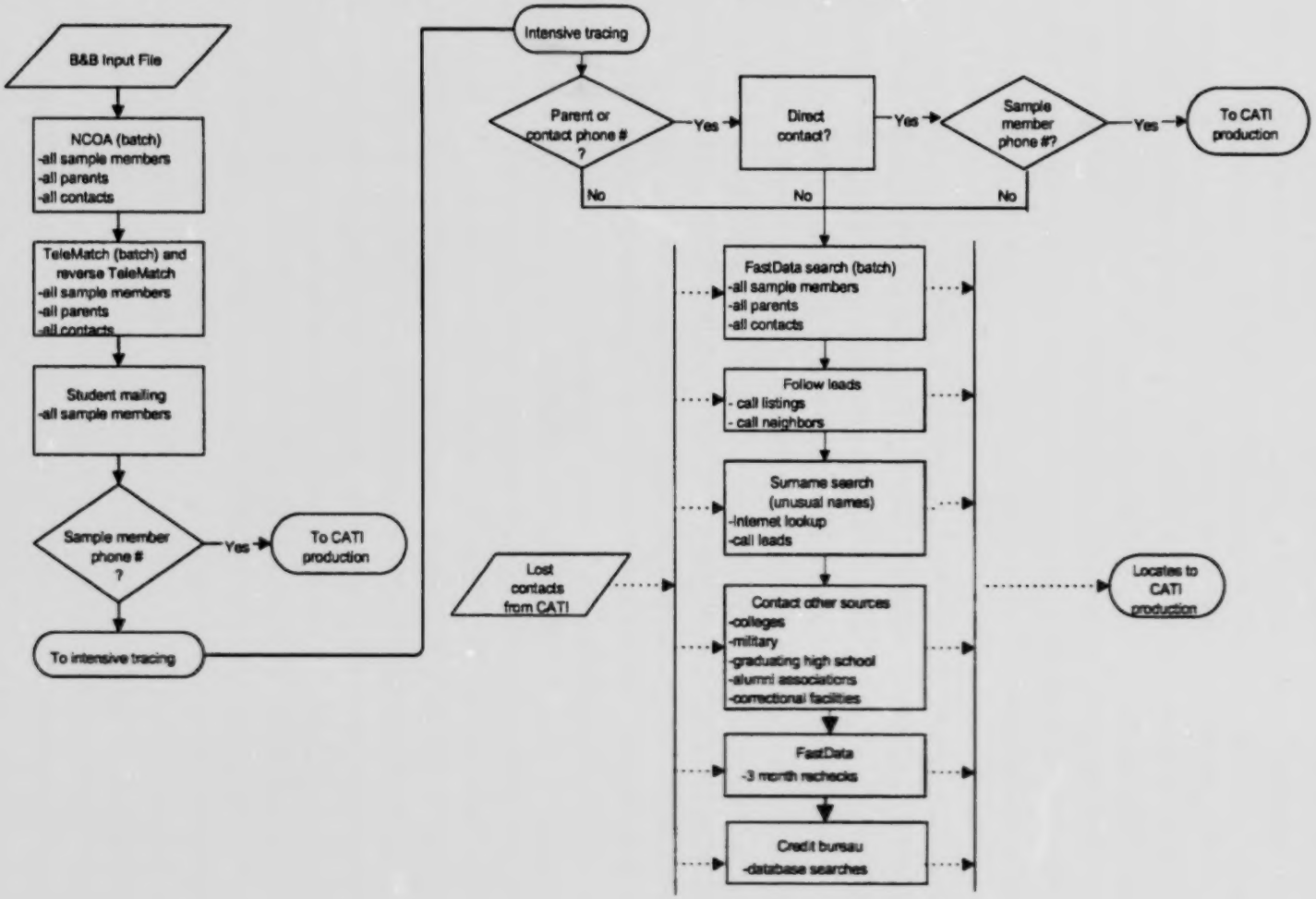
Figure 2.1—Flow of locating and interviewing activities for B&B:2000/01 field test



a. Pre-CATI locating

Locating information obtained during the NPSAS:2000 field test was incorporated into the B&B:2000/01 field test locator database, and sent in batch mode to the U.S. Postal Service National Change of Address (NCOA) system and Telematch in February of 2000. These services provided updated address and telephone number information respectively. Following the first round of NCOA and Telematch batch processes and after updating of the locator database with the new information, a student mailing was sent to all sample members one week before data collection started. The purpose of the mailing was to inform them of the study and their rights as participants. In addition, the student mailing gave sample members the opportunity to complete and return an address update sheet. Each sample member received a lead letter, address update sheet, information leaflet, and business reply envelope (see appendix B). All locating information obtained from the student mailing was entered into the locator database.

b. CATI locating

Locating and tracing activities took place concurrently with efforts to gain cooperation from and interview sample members. When assigned a case, the telephone interviewer called the telephone number designated by the system as the best number (i.e., the number among all available locator numbers that appeared to have the greatest potential for contacting the sample member) and attempted to interview the designated sample member. When the person answering the call said that the sample member could not be reached at that number, the interviewer asked the person how to contact the sample member. If this query did not provide the information needed, the interviewer initiated tracing procedures, using all information available to call other contact persons in an attempt to locate the student. When all tracing options available to the interviewer were exhausted without success, the case was assigned to RTI's Tracing Operations Unit (TOPS) for intensive tracing.

c. Intensive tracing efforts

TOPS had access to both proprietary and public-domain data. It had real-time access to several consumer databases, which contained current address and phone listings for the majority of consumers with a credit history. In addition to the propriety databases, TOPS had access to various other information sources, such as data miners, commercial list houses, and NCOA via leased line. These sources provided the following searches: name, address, neighbor, business, phone matching searches, and status as decedent, incarcerated, incapacitated, or military personnel. TOPS employed these various information sources to locate respondents.

A two-tiered intensive-tracing plan was used to locate B&B sample members. The first tier involved identifying sample members with social security numbers (SSNs) and processing that information through consumer database searches. If a search generated a new telephone number, that case was sent back to CATI for telephone interviewing. If a new address was generated, but no telephone number, tracers called directory assistance or accessed other databases to obtain telephone numbers for CATI. This first level of effort minimized the time that cases were out of production.

All remaining cases (those lacking new information from the SSN search) underwent a more intensive level of tracing in the second tier. This approach involved the following procedures: (1) checking directory assistance for telephone listings at various addresses; (2) using electronic reverse-match databases to obtain the names and telephone numbers of neighbors and then calling the neighbors; (3) calling persons with the same unusual surname in small towns or rural areas to see if they were related to or knew the sample member; (4) contacting the current or last known residential sources such as the neighbors, landlords, current residents, tax assessors, realtors, and other business establishments related to previous addresses associated with the sample member; (5) calling colleges, military establishments, and correctional facilities to follow up on leads generated from other sources; and (6) checking various tracing Web sites. Tracers checked new leads produced by these tracing steps to confirm the addresses and telephone numbers for the sample members. When the information was confirmed, that case was returned to CATI for telephone interviewing. If the information could not be confirmed (e.g., there were no working telephone numbers or numbers for relevant neighborhood sources were unpublished), the case was reviewed by team leaders in TOPS and the RTI Telephone Survey Unit.

C. Data files

The final B&B:2000/01 field-test data file will be prepared in accordance with NCES-specified Electronic Codebook (ECB) format guidelines. Activities important to ensuring quality across data file preparation methods are described below.

1. Data availability throughout data collection period

During data collection, RTI consistently updated master data files containing completed case data. Batch processes included methods for extracting raw data from Computer-Assisted Survey Execution System (CASES) interview data files. A master data file structure was retained across all CATI applications in order to concatenate data into a single set of data containing all respondents. CATI data were extracted periodically to facilitate advance preparation of variable documentation. This also enabled review of frequency distributions and data analysis while data were still being collected.

2. Data editing

Data became available for editing during the data collection period, which allowed for feedback to the field on data quality and more accurate analysis of response data. As a quality check, the original skip logic was recreated to ensure that respondents followed the appropriate path within the CASES instruments. These edit checks were important for correcting errant paths that the interviewer may have followed but later corrected. Edit checks also ensured that for particular data elements, responses occurred logically. This process also allowed evaluation of the other case: when questions the respondent should have been asked were missed. Reserve codes indicated instances where raw data were updated to reflect the proper logical path. During data collection, interviewing staff was able to notify project staff of CATI irregularities via "problem sheets" so that problems in instrument logic could be corrected.

D. Instrument design

The B&B:2000/01 field test student telephone interviews were conducted using CATI technology. In preparation for the development of the CATI instrument, a comprehensive set of data elements was developed from a thorough review of the data elements used for the B&B:93 cohort, their relationship to the NPSAS:2000 data elements, and their relevance to current research and policy issues. A preliminary set of B&B:2000/01 data elements was refined with input from the study's Technical Review Panel (see appendix A for a list of members) as well as from NCES and other Department of Education staff. The final set of data elements, presented in appendix C, was approved by the Office of Management and Budget (OMB) before data collection started.

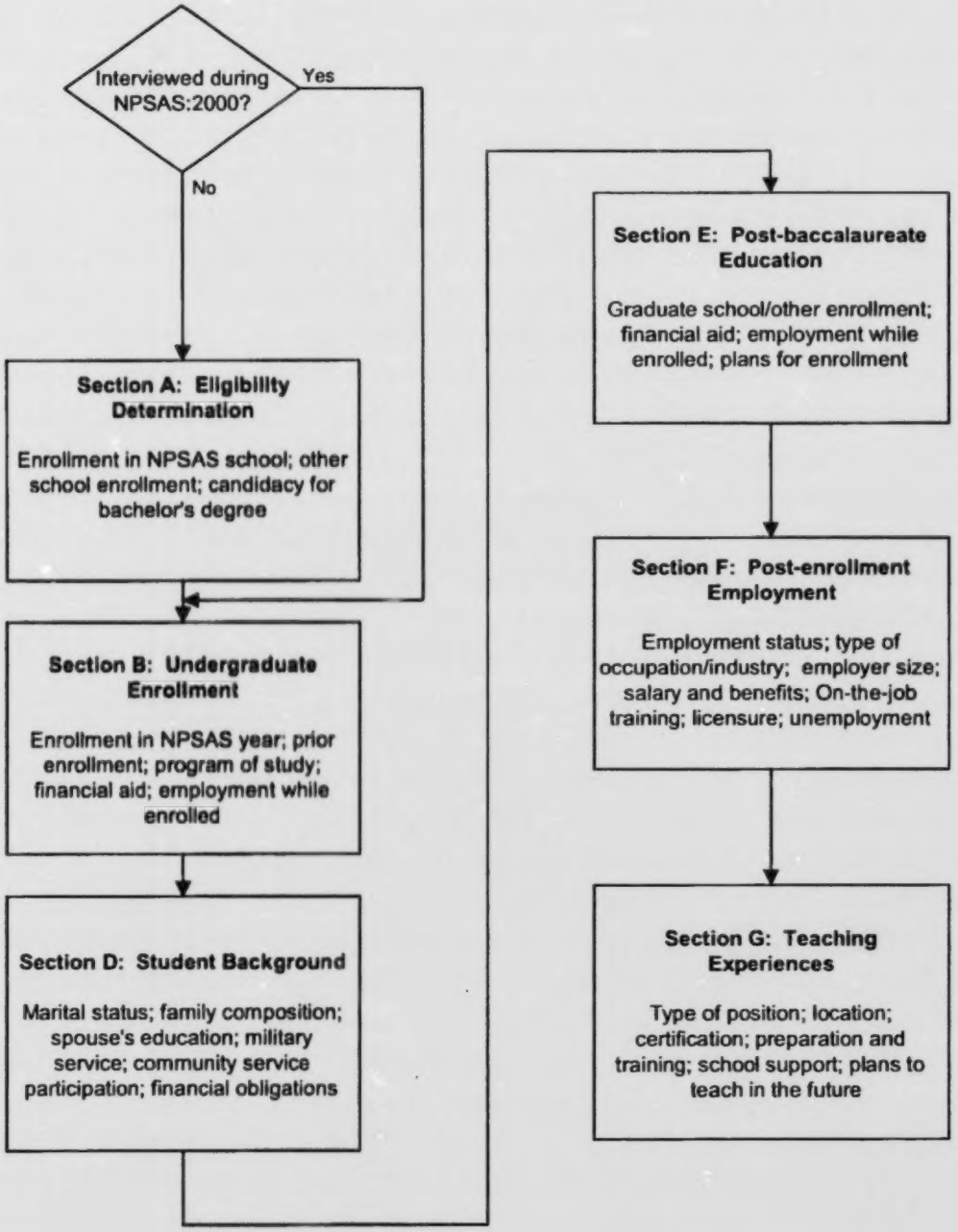
Based on the set of data elements, the CATI instrument was structured by identifying section topics and determining the progression of items within sections. Individual items were designed with several goals in mind: (1) using NPSAS:2000 and B&B:93/94 items when feasible; (2) ensuring consistency with NPSAS:2000 and B&B:93/94 items when items were not identical; and (3) identifying and preparing wording for item verifications and probes as necessary. Facsimile instruments are provided in appendix D.

Instrument sections were reviewed on a flow basis by NCES and by selected contractor and subcontractor staff. As depicted in figure 2.2, the first section determined eligibility for sample members who did not participate in NPSAS:2000. The following sections collected information pertaining to postsecondary enrollment since high school completion, respondent demographics, post-baccalaureate education and employment, and experiences with teaching.

To minimize the interview burden on respondents, the CATI instrument used existing data whenever feasible. Base-year data from the NPSAS:2000 field test interview were preloaded into the CATI interview; this dictated the flow of many portions of the interview. Certain questions were asked only if the data were missing from the prior interview.

The CATI interviews were programmed using CASES 4.3 software. The CATI system presented interviewers with screens of questions to be asked of the respondents, with the software guiding the interviewer and respondent through the interview, automatically skipping inapplicable questions based on prior response patterns. Wording for probing and verification was suggested when a respondent provided a response that was out of range for a given item. As the CATI instrument was being designed and programmed, instrument documentation was entered into an integrated data dictionary system (DDS), which subsequently enabled users to produce deliverable data files with CATI variable documentation. An abbreviated instrument was developed for the purpose of interviewing special respondent groups such as sample members whose primary language was Spanish. The facsimile abbreviated instrument, presented in appendix D, focused on the respondent's post-baccalaureate enrollment and work experiences.

Figure 2.2—Structure and flow of B&B:2000/01 follow-up field test student CATI


Interviewed during NPSAS:2000?
Yes
No
Section A: Eligibility Determination
Enrollment in NPSAS school; other school enrollment; candidacy for bachelor's degree
Section B: Undergraduate Enrollment
Enrollment in NPSAS year; prior enrollment; program of study; financial aid; employment while enrolled
Section D: Student Background
Marital status; family composition; spouse's education; military service; community service participation; financial obligations
Section E: Post-baccalaureate Education
Graduate school/other enrollment; financial aid; employment while enrolled; plans for enrollment
Section F: Post-enrollment Employment
Employment status; type of occupation/industry; employer size; salary and benefits; On-the-job training; licensure; unemployment
Section G: Teaching Experiences
Type of position; location; certification; preparation and training; school support; plans to teach in the future

NOTE: All the original Section C items were moved to other sections. To avoid introducing confusion into the CATI programming, however, the remaining sections have not been relettered.

Once all CATI sections had been programmed, test cases were developed and preloaded for testing the instrument and for training telephone and field interviewers. Project staff and staff from NCES systematically tested the CATI instrument before the interviewer training. Finally, preload files containing data from NPSAS:2000 and the Department of Education databases were prepared and loaded into the CATI system to both guide the interview and assist sample member locating efforts. Data collection ensued only after all these tasks were complete.

E. Training of interviewers

The field test training program was designed to maximize the trainees' active participation. Training manuals included a training guide, an interviewer's manual, and a question-by-question specification manual. Training for telephone interviewers and supervisors was conducted in March 2000 and consisted of lectures, demonstrations, and hands-on practice exercises with the instrument and online coding modules. Trainees were introduced to the procedural aspects of conducting B&B:2000/01 and were given a thorough review of the questionnaire. Interviewers were also trained in techniques for gaining cooperation with sample members, parents, and other contacts, as well as techniques for addressing the concerns of reluctant participants and avoiding refusals. A copy of the training agenda and the table of contents from the training manual are located in appendix E.

F. Telephone interviewing

CATI locating and interviewing were conducted from March 28, 2000, through July 2, 2000. CATI procedures included attempts to locate, to gain cooperation from, and to interview study sample members by telephone. For NPSAS:2000 field test nonrespondents, NPSAS and B&B eligibility determination was also necessary. A reliability reinterview consisting of a subset of items from the full instrument was conducted for a subsample of respondents (79).

Locating information gleaned from the pre-CATI locating sources described above was preloaded for each case. Additionally, information previously collected through NPSAS:2000 was preloaded to personalize interviews and to reduce respondent burden.

An automated call-scheduler assigned cases in the CATI sample to interviewers based on time of day, day of week, existence of precise appointments, and type of case. Scheduler case assignment was designed to maximize the likelihood of contacting and interviewing sample members. Cases were assigned to various queues for this purpose. Some of the queues included new cases, Spanish-language cases, initial refusals, and various appointment queues (firm appointments set by the sample member, appointments suggested by locator sources, and appointments for cases which were initial refusals).

For each case, a calling roster determined the names and telephone numbers for the interviewers to call. The roster included school-provided and/or student-provided address information (student permanent, student local, parent, and other contacts) from the NPSAS:2000 field test. Up to six roster-lines were preloaded with contact information. New roster-lines were added as necessary during the field test as the result of CATI tracing and intensive tracing efforts.

Once located, some cases required special treatment. To gain cooperation from those who initially refused to participate (including locator sources who acted as "gatekeepers," preventing access to the sample member), certain interviewers were trained in refusal conversion techniques. Sample members and their locator sources who spoke only Spanish, primarily located in Puerto Rico, were initially assigned to bilingual CATI interviewers.

G. Integrated management system (IMS)

All aspects of the study were under the control of an integrated management system (IMS) which consisted of several components, or modules::

- Management
- Receipt Control System (RCS)
- CATI
- Field Case Management System (FCMS)
- Assignment/Transfer System

This modular structure allowed for the streamlining of related tasks and resulted in a centralized, easily accessible repository for project data and documents.

The Management module of the IMS contained tools and strategies to assist the project staff and the NCES project officer in managing the study. All information pertinent to the study could be found here via the World Wide Web in a secure desktop environment: schedules, monthly progress reports, project plans and specifications, information related to the Technical Review Panel (TRP), and project deliverables. Also available in the management module was the latest version of the CATI instrument for testing and review, daily Receipt Control System (RCS) module status reports, and daily data collection reports.

The RCS module monitored activities related to data collection, including tracing and locating, thereby enabling project staff to perform stage-specific activities, track case status closely, identify problems early, and implement solutions effectively. Several applications used the RCS's locator data for daily tasks: The mailout program produced mailings to parent/contacts and sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or reply sheets were returned or forwarded. The RCS also interacted with the Tracing operation system database, sending locator data between the two systems as necessary.

The CATI module managed development of the CATI instrument within the DDS. The DDS consisted of a set of linked relational files and associated utilities for developing and documenting the instrument. Developing the CATI instrument with the DDS ensured that all variables were linked to their item/screen wording and were thoroughly documented. Also

included within the CATI module was online coding software ("user exits") that collected detail on schools attended, enrollment, industry, occupation, and field of study.

The Field Case Management System (FCMS) module facilitated activities performed by the field interviewers. The FCMS allowed field staff to conduct tracing and personal interviewing activities, to communicate with RTI staff via electronic mail, to transmit completed cases, to receive new cases, and to transmit production time and expense (PT&E) data back to RTI.

The Web-based Assignment/Transfer System enabled the field supervisor to make all case assignments to field interviewers as well as to track progress of cases being worked in the field.

H. Methodological experiments and evaluation approaches

1. Purpose of evaluation procedures

Evaluating field test procedures can lead to improved procedures for the subsequent full-scale study. Each major component of the field test was evaluated. The methodology consisted of both formative and summative evaluations. Formative evaluations were of an ongoing nature, designed to assess tasks at intermediate stages so that the effects of employing alternate methodologies could be analyzed and modifications could be made and assessed before the affected task was completed. Summative evaluations will be used to optimize procedures in the full-scale study. A summary of B&B:2000/01 field test evaluations that were planned and implemented is provided in table 2.6.

Various measures were employed to assess the quality of data collection, including quality assurance (or quantitative) monitoring, qualitative monitoring, and quality circle meetings. The primary objective was to pinpoint any problems with the questionnaire and correct them early in data collection. Quality assurance monitoring assessed the quality of the telephone interviewing, with respect to question delivery and coding of responses. It is explained in greater detail in chapter 4. Qualitative monitoring evaluated whether interviewing procedures were implemented as intended and were effective. The utility of the interview items was also assessed. On occasion, monitoring revealed the need for individual interviewer retraining (e.g., better explanation of the nature of the study, or techniques for refusal avoidance) which was conducted immediately. Weekly quality circle meetings—during which interviewers, supervisors, and project technical staff met to discuss data collection issues—proved valuable in identifying problems with the instrument as well as in building rapport among interviewers and technical staff. Summaries of the meetings were rapidly disseminated to all interviewers and supervisors so that those who were unable to attend also benefited.

The study design included a component for direct evaluation of data quality. A reliability reinterview was administered to a randomly selected subsample of field test respondents to assess the short-term stability of selected items. The results of the reinterview analysis are presented in chapter 4.

Table 2.6—Summary of planned B&B:2000/01 field test evaluations

Major area of evaluation	Evaluation approaches
CATI instrument development	• Debrief instrument "testers/debuggers" to determine appropriateness and accuracy of instrument flow/logic.
Training	• Debrief CATI supervisors and interviewers. Debrief field supervisors and field locators/interviewers.
Centralized tracing activities	• Debrief tracing staff and supervisors. Analyze all levels of tracing results and costs.
	• Analyze outcomes and costs/benefits of CATI-external tracing activities.
CATI administration/ data quality	• Analyze silent monitoring quality control data. Analyze CATI operational parameters (e.g., numbers of calls per case, total interviewer hours per completed interview).
	• Debrief interviewers, refusal converters, bilingual interviewers, monitors, and supervisors.
	• Analyze administration time statistics, overall, within section, and for individual questions and blocks of questions.
	• Analyze rates of interview nonresponse, early and subsequent break-off, types of response inconsistencies detected during interview administration, and nonresponse patterns.
	• Analyze effect of prior receipt of financial incentive on response rates.
	• Analyze response reliability of reinterviews for selected items (subsample).
	• Assess feedback from mock interviews conducted with TRP members.
	• Compare estimates for selected variables between CATI respondents and nonrespondents.
Online coding	• Analyze success/accuracy of online coding of IPEDS code, industry/occupation, and major course of study.
File development	• Observe and document any procedural difficulties encountered in preparation of raw CATI files.

2. Incentive experiment

The field test included a methodological experiment to determine if respondents who received an incentive to participate in the base year study (NPSAS:2000 field test) would demand an incentive to participate in the B&B:2000/01 follow-up study. The assessment was a follow-up to the incentive experiment conducted as part of the NPSAS:2000 field test.

The NPSAS:2000 field test included an investigation of the impact on response rates of offering financial incentives to selected sample members, based on their survey status. Offers of financial incentives proved effective in enhancing response rates for particular categories of sample members (e.g., preliminary refusals) and was approved for use in the full-scale NPSAS survey. The experiment implemented as part of the B&B:2000/01 field test was designed to answer a series of additional questions pertaining to the B&B cohort. It was particularly important to determine what impact, if any, the offer of a financial incentive during the base year of a longitudinal survey may have on the likelihood of sample members' response to the subsequent follow-up survey. Specifically:

- What percentage of the sample members who were mailed an incentive during the NPSAS field test would inquire about an incentive in the B&B follow-up?
- Among those who inquired about an incentive, what percentage would agree (or not agree) to do the survey in the absence of an incentive?
- What percentage would agree (or not agree) to participate in the follow-up survey if initially offered the same incentive as in the base year?

Overall, 183 B&B sample members were sent an incentive mailing, including $5, during the NPSAS field test. Of those, 132 completed the interview and received an additional $15 incentive payment, while the remaining 51 did not complete the interview (25 were located in NPSAS but refused or time ran out; and the remaining 26 were not located in NPSAS). The B&B incentive experiment focused *only* on those 183 sample members who were mailed an incentive during the NPSAS field test (whether they completed the interview or not). It is important to decide how to handle these students in the full-scale B&B follow-up study.

A split-sample experimental design was implemented as part of the B&B follow-up field test (see figure 2.3):

(1) The 183 sample members who were mailed an incentive letter as part of the NPSAS data collection effort were stratified by respondent/nonrespondent status, school level, and school control.

(2) Based upon this stratification, cases were allocated to a "control" group or an "experimental" group so that the two groups were identical in terms of respondent status, school level, and school control characteristics. A variable denoting the sample members' experiment status (control or treatment) was preloaded into the CATI system.

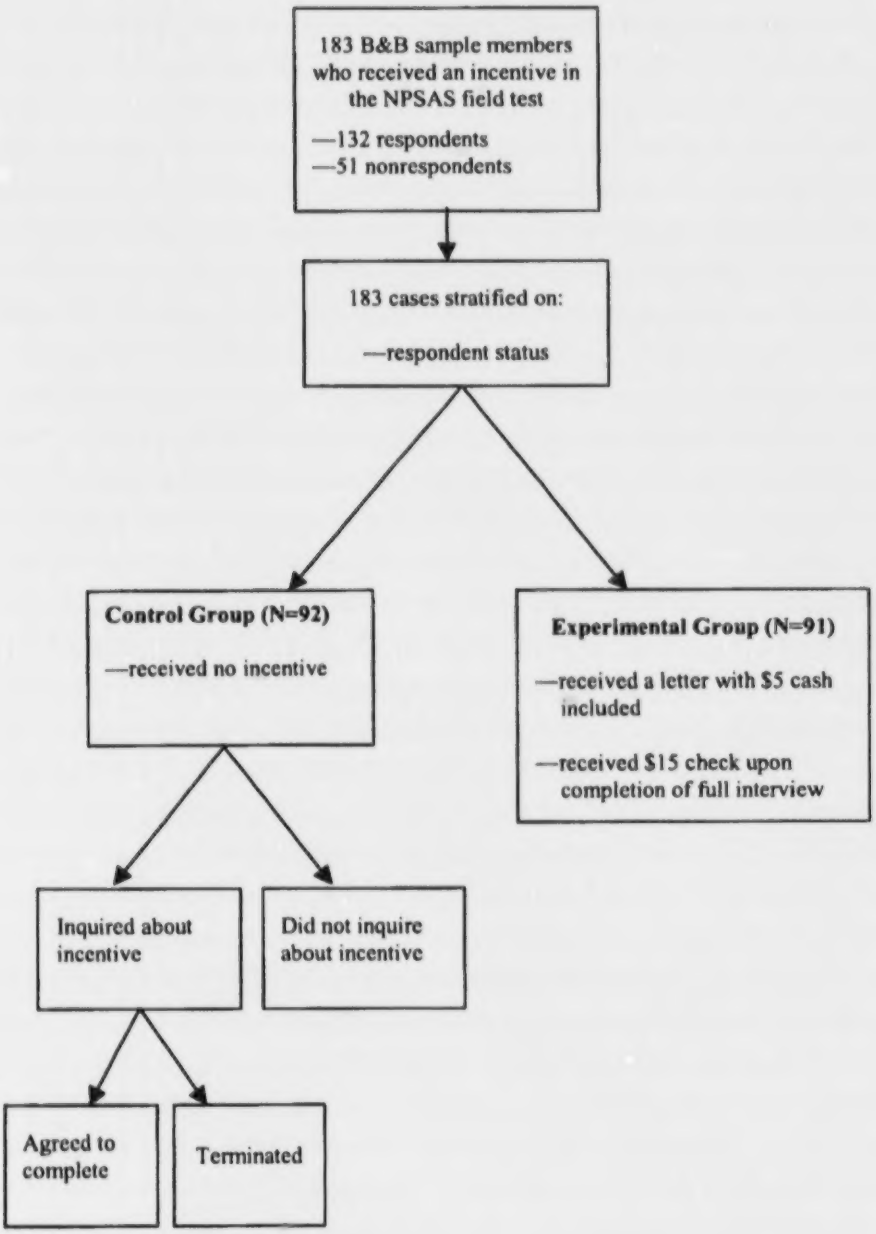
(3) The offering of the incentive (or lack thereof) was presented to the sample members as follows:

- Sample members in the "experimental" or "treatment" group received an incentive letter with $5 cash. The letter explained the study and informed the sample members that they would receive a check for an additional $15 upon completion of the full interview. The letters were sent via express mail approximately 7 days after the initial student mailing was sent.

- Sample members in the "control" group did not receive an incentive mailing (they did, however, receive the initial student lead letter and information leaflet sent to all sample members). Sample members who inquired about the incentive during an interview were told: "I'm sorry, but for this study we are not offering an incentive payment." The interviewer then recorded whether the sample member agreed to continue the interview or terminated the interview.

Results of this experiment are presented in Chapter 3.

Figure 2.3—Schematic overview of B&B incentive experiment


183 B&B sample members who received an incentive in the NPSAS field test
—132 respondents
—51 nonrespondents
183 cases stratified on:
—respondent status
Control Group (N=92)
—received no incentive
Experimental Group (N=91)
—received a letter with $5 cash included
—received $15 check upon completion of full interview
Inquired about incentive
Did not inquire about incentive
Agreed to complete
Terminated

Chapter 3

Data Collection Outcomes

A. Locating Outcomes

1. Student locating and interviewing

The conduct of interviews for list-based sample surveys such as B&B:2000/01 involves two sequential steps: locating (identifying an initial telephone number at which the sample member can be reached) and interviewing (convincing the sample member to cooperate and conducting the interview). The level of time and effort required to complete these steps with sample members can vary considerably. Some sample members may be reached and interviewed on the first attempt at contact. Others may require considerable tracing (contacting of parents, former roommates, etc.) before they are successfully located and interviewed.

The time allowed for the B&B:2000/01 field test was more limited than will be the case in the full-scale survey. Therefore, procedures for those most difficult to locate and interview were constricted, with consequent adverse impact on final locating and CATI response rates.

However, a relatively high percentage of sample members were located and interviewed as part of the B&B:2000/01 field test, given the time constraints associated with conducting a field test. This is at least partially because the B&B:2000/01 field test is a relatively quick follow-up. Base-year data were collected for respondents only one year earlier, which aids the success of locating efforts. Even for this highly mobile population of recent college graduates, locating is much easier one year after initial contact than in a later follow-up.

a. Lead letter and locator mailing to students

One week before the start of data collection for the field test, sample members were sent an advance mailing that included an address update sheet. Each sample member was asked to review, correct, and return the sheet. Letters were mailed to 706 sample members, with 149 cases out of a total sample of 855 unmailed because of incomplete address information. Of these 706 sample member letters, 115 address update sheets with new or confirmed information were received (14 percent of the total sample).

b. Results of locating and interviewing effort

Figure 3.1 presents a schematic of the outcomes of student locating and interviewing and related case-resolution activities. Student interview data were collected exclusively by CATI. No field interviewing or questionnaire mailings were conducted as part of the field test. Data collection for the field test lasted approximately 14 weeks, from March 28 through July 2, 2000.

As shown in figure 3.1, attempts were made to locate 855 student sample members. Overall, 769 (90 percent) were located, 71 (8 percent) were *not* located, 6 (<1 percent) were considered "exclusions,"[1] and 9 (1 percent) were determined to be ineligible for the study based on their responses to the eligibility questions in the questionnaire.

Student interviewing results are also shown schematically in figure 3.1. A total of 695 (of the 840 remaining cases after removing the exclusions) were interviewed. The majority of these cases (662) completed the entire interview, while 33 completed only a partial or abbreviated interview. A small number of the partial interviews (4) were classified as such because the respondent broke off after completing part of the interview. A break-off represented an explicit or implicit refusal or the arising of some other matter requiring the attention of the respondent, but such cases could not be converted or recontacted to complete the interview by the end of the data collection period. A substantial number (29) of these partial interviews, however, resulted from the administration of an abbreviated interview that consisted of a minimal set of questions from the full interview. Over half of this group represented interviews with Spanish-speaking respondents.

Of the remaining 160 cases not interviewed, 71 were not located. A total of 74 potentially eligible students who were located were not interviewed. Of these, 59 were explicit final refusals for which subsequent attempts at interviewing were determined to be infeasible or unwise. Not interviewed cases also included 15 sample members for whom time ran out before they could complete the interview; such cases clearly reflect, at least in part, the constricted data collection period.[2]

An overall student CATI response rate for the B&B:2000/01 field test can be calculated as the number of respondents interviewed divided by the initial sample size minus the exclusions:

Student CATI response rate = 695/(855-15) = 82.7 percent.

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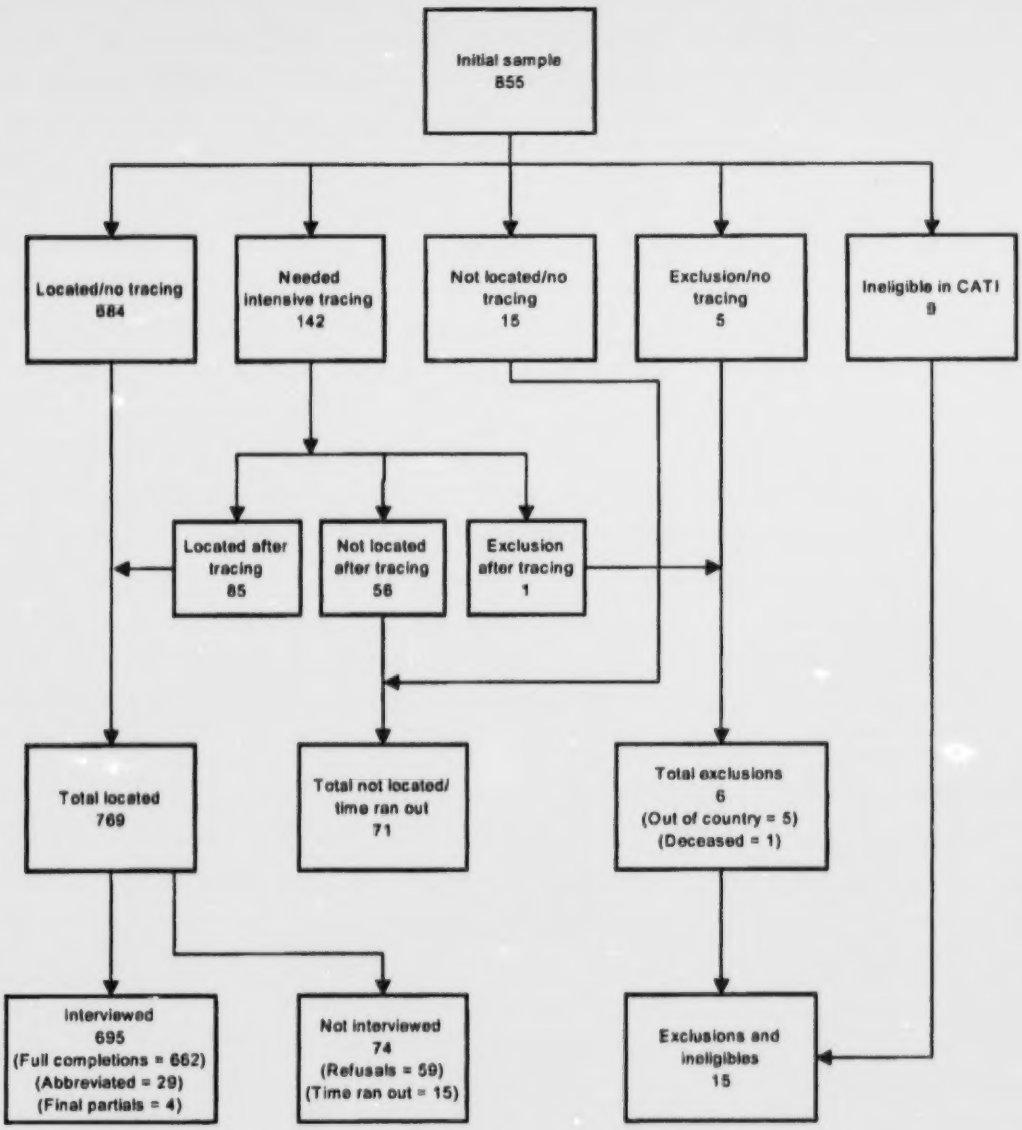
[1] B&B exclusion cases consisted of those whose status (generally obtained through some contacted third party) was determined to be such that attempts at locating/interviewing them during the CATI operational period would be futile. The designation "exclusions" indicates that, even though the status of the case was successfully resolved, such cases were considered "out-of-scope" for locating and interviewing operations. Among the six B&B:2000/01 field test sample members classified as exclusions, five were determined to be out of the country for the duration of the data collection period and one sample member was verified as deceased.

[2] This group likely contained an unknown number of implicit refusal cases—i.e., individuals who after first contact used answering machines or friends/relatives as gatekeepers, as well as those who continued to make (and then break) appointments for an interview "in the future."

Figure 3.1—NPSAS:2000 field test result flow of locating/interviewing activities



NOTE: Final sample including interviewed, not interviewed, and not located = 840.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

c. Locating and response rates for base-year respondents and nonrespondents

Table 3.1 provides results for the B&B:2000/01 field test student locating and interviewing (for those located) by respondent status in the base-year study (NPSAS:2000 field test).[3] Some significant differences in locating and interviewing rates are evident. In terms of locating, just over 94 percent of the NPSAS field test respondents were located, compared to approximately 74 percent of NPSAS nonrespondents. There were also differences in interview rates among the two groups. Among base-year respondents, 93 percent of the located sample members successfully completed interviews during the B&B follow-up field test. The interview rate was nearly 30 percent lower for NPSAS:2000 field test nonrespondents, with 66 percent of the located sample members completing interviews.

Table 3.1–B&B:2000/01 field test student locating and interview results, by respondent status in the NPSAS:2000 field test

NPSAS:2000 respondent status	Total respondents	Located		Interviewed, given locate	
		Number	Percent	Number	Percent
Total:	840	769	91.5	695	90.4
NPSAS:2000 field test respondent	725	684	94.3	639	93.4
NPSAS:2000 field test nonrespondent	115	85	73.9	56	65.9

NOTE: Statistics exclude nine B&B-ineligible sample members (as determined in CATI) and six sample members who were either out of the country during the field test or confirmed as deceased.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

As shown in table 3.2, nearly one-quarter (23.6 percent) of the completed interviews for the B&B field test were obtained during the first week of interviewing. By the end of the third week of data collection, over half (51.4 percent) of the interviews had been completed. After that, the locating and interviewing effort was much more difficult and time consuming, with the remaining interviews being collected over the last 11 weeks of data collection.

[3]The statistics in table 3.1 exclude the nine B&B:2000/01 ineligible sample members determined during CATI interviewing and the six exclusions; they do not exclude any potential ineligibles likely to be part of the unlocatables.

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Table 3.2–B&B:2000/01 field test response rates, by number of weeks worked[1]

Number of weeks of data collection[2]	Weekly number complete	Weekly percent complete	Cumulative number complete	Cumulative percent complete
Total	695	100.0	695	100.0
1	164	23.6	164	23.6
2	130	18.7	294	42.3
3	63	9.1	357	51.4
4	36	5.2	393	56.6
5	58	8.4	451	65.0
6	29	4.2	480	69.2
7	27	3.9	507	73.1
8	33	4.8	540	77.9
9	11	1.5	551	79.4
10	27	3.9	578	83.3
11	55	7.9	633	91.2
12	18	2.5	651	93.7
13	28	4.0	679	97.7
14	16	2.3	695	100.0

[1]Statistics in table 3.2 exclude nine B&B:2000/01 ineligible sample members and six sample members who were either out of the country for the duration of the field test or were deceased.
[2] Number of weeks of data collection is based on the number of weeks between the date data collection began and the final day of data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

d. Source of locating information for completed interviews

Locating students in a longitudinal study to interview them is a complex task requiring multiple sources of information. Leads developed through one source may need to be verified using another data source or locating technique.

Table 3.3 presents the original source of the telephone number at which the interview was completed. Tracing leads obtained via telephone during CATI data collection were the most important sources of these numbers, accounting for 211 of the final 695 completed interviews, or 30 percent. The remaining 70 percent came from a variety of other sources, including locating information collected during the base-year (NPSAS:2000) study (28.4 percent), pre-data-collection activities using NCOA or Telematch address and telephone number processing (23.3 percent), returns from student prenotification letters (9.2 percent), centralized tracing by TOPS (5.6 percent), and, finally, student call-ins to the study's toll-free number (3.2 percent).

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Table 3.3—B&B:2000/01 field test source of locating information for completed interview

Locating source	Number of cases	Percent of cases
Total	695	100.0
New information via CATI	211	30.4
NPSAS:2000 locating information	197	28.4
National Change of Address/Telematch	162	23.3
Student mailing	64	9.2
Intensive tracing	39	5.6
Respondent call-in from new number	22	3.2

NOTE: This table indicates the number and percent of cases completed, by the source that first produced the telephone number or address at which the interview was completed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

e. Student prenotification letter and address updates

Not surprisingly, student contact and interview rates varied considerably based on whether or not sample members returned the address/telephone update sheet sent to them as part of the prenotification mailing (see table 3.4). While the return rate for these sheets was modest (with 114 of 840 eligible sample members returning update sheets, or 13 percent), the contact and interview rates for those who did return the forms was nearly universal. Of the 114 sample members who returned an update sheet, 113 were located by interviewers. Among those cases, 110 (97.4 percent) completed the field test interview. The four who did not complete the interview were refusals. In short, while the percentage of update forms returned was relatively low, the contact and interview rates among those who did return such forms was extremely high.

Table 3.4—B&B:2000/01 field test locate and interview rates, by student return of address update form

Student mailing status	Total respondents	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	840	769	91.5	695	90.4
Returned update form	114	113	99.1	110	97.4
No update form returned	726	656	90.4	585	89.2

NOTE: Statistics exclude nine B&B-ineligible sample members (as determined in CATI) and six sample members who were either out of the country during the field test or confirmed as deceased.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

f. E-mail contact with sample members

As part of the B&B:2000/01 field test effort, the use of e-mail as a means of contacting otherwise hard-to-reach sample members (i.e., those requiring 10 or more call attempts) was evaluated. E-mail addresses were collected from sample members both during the base year interview (NPSAS:2000) and as part of the update sheets sent to sample members. Approximately 8 weeks into data collection, these e-mail addresses were used to contact sample members who had not yet completed the B&B:2000/01 field test interview. The e-mail message briefly described the study, indicated our previous attempts to reach the sample member, and encouraged the student to contact us via telephone or e-mail to complete the survey or to establish a date and time for an interviewer to call. By this stage of data collection, there were 73 sample members for whom we had a valid e-mail address (i.e., we had an e-mail address and when the message was sent it was not returned as "undeliverable"—the sign of a "bad" e-mail address). Among these, 61 (83.6 percent) were ultimately located and nearly 87 percent of those contacted completed the interview (see table 3.5). E-mail appears to have been an effective mode of communication for establishing contact with otherwise hard-to-reach sample members.

Table 3.5—B&B:2000/01 field test locate and interview rates, by e-mail status

E-mail status	Total respondents	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	840	769	91.5	695	90.4
Had valid e-mail address	73	61	83.6	53	86.9
No e-mail address	767	708	92.3	642	90.7

NOTE: Statistics exclude nine B&B-ineligible sample members (as determined in CATI) and six sample members who were either out of the country during the field test or confirmed as deceased.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

g. Intensive locating during data collection

Intensive tracing efforts were required for cases in which preloaded CATI locating information failed to result in contact with the sample member. These intensive tracing activities were as follows.

- Cases with valid addresses that were not located during the CATI operations were sent to FastData for telephone number updates. New information was then returned to CATI for further follow-up.
- Cases returned from FastData without additional information were assigned to TOPS for intensive tracing.
- Cases without valid mailing addresses were also assigned to receive intensive tracing from TOPS.

The final locate and interview rates for cases requiring centralized tracing are provided in table 3.6. Of the 141 cases sent to the tracing unit for intensive locating efforts, 85 were located (60.3 percent) and, of those located, nearly 85 percent were interviewed. In sum, although not all sample members were found using centralized tracing techniques, these techniques did result in contracts for a majority of the cases in which they were used.

Table 3.6—B&B:2000/01 field test contact and interview rates, by intensive tracing efforts

Tracing status	Total respondents	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	840	769	91.5	695	90.4
No intensive tracing required	699	684	97.9	623	91.1
Intensive tracing required	141	85	60.3	72	84.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.
NOTE: Statistics exclude nine B&B-ineligible sample members (as determined in CATI) and six sample members who were either out of the country during the field test or confirmed as deceased.

For hard-to-locate sample members, generally no single source of information is adequate to achieve the level of locating required. Rather, a successful locating effort requires blending multiple sources of information. Centralized tracing was conducted as part of the field test for cases in which telephone leads were exhausted during the CATI phase of data collection. Table 3.7 provides an overview of the sources used during intensive tracing of the hard-to-reach B&B:2000/01 field test sample members. Note that although the table provides information on the number and percent of sample members who were ultimately located when a particular source was used, most of the cases were traced using multiple sources.

Table 3.7—B&B:2000/01 field test locate rates, by tracing source used during intensive tracing efforts

Tracing source	Cases involving intensive tracing		
	Total	Respondents located	
		Number	Percent
Consumer database search	137	83	60.6
Directory assistance	118	69	58.5
Database – address search	82	45	54.9
Database – reverse phone lookup	57	31	54.4
Database - name search	66	31	47.0
Internet search	53	23	43.4
Database – neighbor search	18	4	22.2

NOTE: Most cases were traced using multiple sources so numbers and percentages add up to more than the total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

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Contact was made with sample members in 61 percent of the cases where information from consumer databases was used as part of the locating effort. Directory assistance was a factor in locating about the same percentage of hard-to-locate sample members (58.5 percent). Over half of the cases for which address search databases (54.9 percent) or reverse telephone look-ups (54.4 percent) were used resulted in contact with a sample member.

If more extensive searches were required (such as generic database name searches or Internet searches), the percentage of sample members located was reduced. These techniques were used only if previous search efforts failed to provide sufficient locating information. Fewer than half of those cases for whom these more extensive tracing techniques were required were ultimately located (47 percent for name searches and 43.4 percent for Internet searches). Finally, just one in five (22.2 percent) of those for whom neighbor searches were required were located.[4]

2. Refusal conversion efforts

Refusal conversion procedures were used to gain cooperation from individuals who refused to participate when contacted by telephone interviewers. Refusals came not only from sample members, but also from spouses, housemates, parents, and other gatekeepers. When either a sample member or a gatekeeper refused to participate in the locating or interviewing effort, the case was referred to a specially trained refusal-conversion specialist in the Telephone Survey Unit. There were 195 initial refusals among the field test sample (23 percent of the initially fielded sample of 855). Most refusals came from sample members (122 refusals), although 73 refusals were by other contacted individuals (see table 3.8). In all, 59 percent of the cases with initial refusals were successfully converted into completed interviews. The conversion rate was 52 percent among refusing sample members.

Table 3.8—B&B:2000/01 field test conversion of initial refusals, by source of refusal

Who refused	Number of initial refusals	Respondents interviewed, given initial refusal	
		Number	Percent
Total	195	114	58.5
Sample member	122	63	51.6
Other individual	73	51	69.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

The success of converting refusals varied according to the sample member's response status in the base-year study (see table 3.9). Among respondents to the NPSAS:2000 field test interview, 68 percent of the sample members who initially refused to be interviewed (or whose gatekeeper refused) ultimately completed the B&B:2000/01 field test interview. In contrast, only 26 percent of the base-year nonrespondents were successfully converted.

[4] Neighbor searches involve the use of databases to identify the addresses and telephone numbers of properties or apartments located in close proximity to the sample member's last known address. The assumption is that these are current or former neighbors who may be able to provide current locating information for the sample member.

Table 3.9—B&B:2000/01 field test conversion of initial refusals, by respondent status in NPSAS:2000 field test

NPSAS:2000 field test respondent status	Number of initial refusals	Respondents interviewed, given initial refusal	
		Number	Percent
Total	195	114	58.5
Respondent	152	103	67.8
Nonrespondent	53	11	25.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

3. Reliability reinterview

A subsample of eligible sample members who completed the B&B:2000/01 field test interview was selected to participate in a reliability reinterview, containing a subset of items from the initial interview. A random selection algorithm was programmed directly into the CATI instrument. Sample members selected for the reinterview were informed of their selection at the end of the initial interview and allowed an opportunity to agree to the reinterview or to refuse it at that time.

A total of 83 respondents were selected for the reliability reinterview. Due to the built-in delay in administering the reinterview (a delay of approximately 3–4 weeks from the initial interview) and the need to complete reinterviews during the same time frame as the field test interview, those selected for reinterview were more likely to be those sampled and interviewed early during the data collection period for the field test. Such individuals were those most easily located and convinced to participate in the initial interview. Consequently, the reported agreement and reinterview rates are probably higher than if the reinterview respondents had been sampled subsequent to the initial data collection effort.

4. Interview burden and effort

This section of the field test report reviews the effort and burden associated with the B&B:2000/01 field test student interview. We examine the interview's length by considering the timing analysis statistics. This information is useful because it provides evidence that can reduce respondent burden, reduce data collection effort and cost, and improve data quality. Then we consider the effort required to locate and interview sample members for the study using the average interview time.

During CATI instrument development, project staff embedded time stamps at the start and end of the interview, as well as the beginning and end of each interview screen, which could include up to eight related items. The time stamps measured the elapsed time to complete each segment of the interview, and enabled project staff to monitor the time required to complete specific interview items, the online coding programs, sections of the interview, and the entire interview.

The time (in minutes) needed to conduct a student interview is shown by interview section in table 3.10. Sections are listed in the table in the order in which they were presented. Certain sections of the interview applied to selected groups of respondents (see figure 2.2,) so timing results are presented for the overall cohort, and by subgroup. For example, Section A was designed for base-year nonrespondents, so the number of cases in that group was less than for the rest of the instrument. Respondents who were currently teaching skipped the post-baccalaureate employment section and proceeded directly to the teaching section.

Table 3.10 presents timing results for the B&B:2000/01 field test cohort. Overall average administration time to complete the student interview was 18 minutes. There was no difference in average completion time due to base-year response status (see table 3.11). Both respondents and nonrespondents to the NPSAS:2000 field test took an average of 18 minutes to complete the interview.[5] For respondents who had taught since graduating (see table 3.12), the average interview time was 21 minutes compared to 17 minutes for those who had not taught.

The Technical Review Panel reviewed the administration time and then recommended certain items for deletion in the full-scale study. Items to be excluded typically showed a lack of temporal stability or extremely low variance of responses (see chapter 5).

Interview administration time, however, reflected only a small fraction of the time required to obtain a completed interview. Time was spent by locator/interviewers in locating, scheduling call-backs, attempting refusal conversion, and other related activities. This time was spent whether or not interviews were obtained. The average locator/interviewer time requirement for each completed interview was slightly more than 2 hours.

Table 3.10—Average minutes to complete B&B:2000/01 field test student interview, by interview section

CATI section[1]	Average time	Number of cases
Section A – eligibility determination for NPSAS non-respondents	0.48	50
Section B – enrollment history	5.38	665
Section D – student background	2.93	663
Section E – post-baccalaureate education	2.64	665
Section F – employment/income	4.66	663
Section G – teaching experiences	2.40	662
Total interview	18.22	666

[1]All the original Section C items were moved to other sections. To avoid introducing confusion into the CATI programming, however, the remaining sections have not been relettered.

NOTE: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. Section outliers were removed from the timing calculations (2 in section A, 1 in section B, 3 in section D, 1 in section F, and 2 in section G).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

[5] Although base-year nonrespondents had to complete an extra section (to determine study eligibility,) the average time was actually shorter than for base-year respondents. However, the eligibility determination items were very short, and the number of cases who went through the eligibility determination section was very small relative to the total number of respondents.

Table 3.11—Average minutes to complete B&B:2000/01 field test student interview, by interview section and NPSAS:2000 response status

CATI section[1]	Total		NPSAS:2000 field test nonrespondent		NPSAS:2000 field test respondent	
	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases
Section A – eligibility determination for NPSAS nonrespondents	0.48	50	0.48	50	( )	0
Section B – enrollment history	5.38	665	5.50	52	5.37	613
Section D – student background	2.93	663	2.73	51	2.95	612
Section E – post-baccalaureate education	2.64	665	2.09	52	2.69	613
Section F – employment/income	4.66	663	4.80	52	4.65	611
Section G – teaching experiences	2.40	662	1.99	52	2.44	610
Total interview	18.22	666	17.84	52	18.26	614

† Not applicable.
[1]All the original Section C items were moved to other sections. To avoid introducing confusion into the CATI programming, however, the remaining sections have not been relettered.

NOTE: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. Section outliers were removed from the timing calculations (2 in section A, 1 in section B, 3 in section D, 1 in section F, and 2 in section G).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

Table 3.12—Average minutes to complete B&B:2000/01 field test student interview, by interview section and teaching status

CATI section[1]	Total		B&B:2000/01 field test nonteachers		B&B:2000/01 field test teachers	
	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases
Section A – eligibility determination for NPSAS nonrespondents	0.48	50	0.46	40	0.59	10
Section B – enrollment history	5.38	665	5.25	504	5.80	161
Student background	2.93	663	2.88	504	3.08	159
Section E – post-baccalaureate education	2.64	665	2.58	504	2.84	161
Section F – employment/income	4.66	663	5.78	502	1.19	161
Section G – teaching experiences	2.40	662	0.80	502	7.44	160
Total interview	18.22	666	17.47	505	20.58	161

[1] All the original Section C items were moved to other sections. To avoid introducing confusion into the CATI programming, however, the remaining sections have not been relettered.

NOTE: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. Section outliers were removed from the timing calculations (2 in section A, 1 in section B, 3 in section D, 1 in section F, and 2 in section G).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

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5. Interviewer hours

During the B&B:2000/01 field test, telephone interviewers worked a total of 1,374 hours to obtain completed interviews from 695 sample members who completed full or partial interviews and 79 individuals who completed reliability reinterviews in CATI. Excluding the time each interviewer spent in training or attending quality circle meetings, and the additional time that team leaders and other senior telephone interviewers allotted to supervision and monitoring, this represented an average of 2.0 hours per completed interview. Since the average time to administer the interview was just over 18 minutes, most interviewer time clearly was spent in other activities, primarily in locating and contacting. In addition to the telephone interviewers, supervisors and monitors worked 488 hours during the field test, or approximately 1 hour for every 3 hours of telephone interviewing. Another 202 hours were attributed to refusal-conversion training, quality circle meetings, and debriefing meetings.

The level of effort required to complete interviews varied considerably across shifts and days of the week. As shown in table 3.13, the lowest "hours per complete interview" average was obtained on Mondays, particularly during the evening shift (average of 1.5 hours per complete). The highest hours per complete were incurred on Thursdays during the day shift (average of 2.7 hours per complete). The relatively small size of the interviewing staff on a particular shift (ranging from two to five interviewers per shift) makes it difficult to determine whether these variations are due to the availability (or lack thereof) of sample members during those periods or to variations in interviewer efforts on those shifts.

Table 3.13—B&B:2000/01 field test average hours per complete, by day of the week and time of day

Time of shifts	Day of the week							
	Overall average	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday[1]	Sunday[2]
Total	2.0	1.5	1.9	2.0	2.1	2.2	2.2	2.2
8:30 a.m. -4:59 p.m.	2.1	1.7	1.9	2.5	2.7	1.9	(†)	(†)
5:00 p.m. -11:59 p.m.	1.9	1.5	1.9	1.8	2.0	2.3	(†)	(†)

†No data available for this time slot given the different schedule on weekends.
[1] Interviewing hours for Saturday were 9:00 am–5:00 p.m.
[2] Interviewing hours for Sunday were 1:30 p.m.–9:30 p.m.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

6. Number of Calls

Telephone interviewers made 15,347 telephone calls during the field test, with an average of 17.9 calls per sample member.[6] An average of 15.4 calls was required to obtain the 695 completed cases. Slightly more than half of the completed telephone interviews (52.5 percent) were completed with fewer than 10 calls, 32.0 percent required 10 to 29 calls, and 15.5 percent of the completed cases required 30 or more call attempts.

Of the 15,347 calls made, 1 in 5 resulted in contact with an individual. Nearly half of the contacts (47.1 percent or 7,234 calls) resulted in contact with an answering machine, reflecting the heavy usage of such devices among this population. An answering machine was reached at least once (and often multiple times) for three of every four B&B sample members. The remaining one-third (33.7 percent) of the calls made were other noncontacts (busy, ring/no-answer, fax line, pager, etc.).

7. Answering machines, messages, and call-ins

Answering machines are an increasing problem for all studies conducted by telephone. Whether the machines are used to screen unwanted calls or used to facilitate "on the go" lifestyles, answering machines pose an obstacle to contacting sample members and completing interviews. On average, the higher the percentage of calls resulting in an answering machine disposition, the greater the average number of call attempts required to complete the interview. Where no machine was encountered, an average of 6.0 calls was required to obtain a completed interview. If fewer than 50 percent of the call attempts reached an answering machine, it took an average of 14.5 call attempts to complete the interview. Finally, among cases where an answering machine was reached on 50 percent or more of the call attempts, it took on average 24.9 call attempts to complete an interview.

Answering machines are not, however, insurmountable barriers. Table 3.14 provides the contact and interview rates for hard-to-reach cases. As the table shows, ultimately we were able to contact over 90 percent of those hard-to-reach sample members where an answering machine was encountered on one or more call attempts. This high success rate holds even for cases where a machine was encountered on 50 percent or more of the call attempts. Likewise, completed interviews were obtained from 85 percent of these hard-to-reach cases, despite the interviewer reaching an answering machine on one or more attempts.

[6] These figures are based on calls made by telephone interviewers and exclude calls made by TOPS in the course of attempting to locate sample members.

Table 3.14—B&B:2000/01 field test contact and interview rates for hard-to-reach respondents, by percentage of calls where an answering machine was reached

Percent of calls resulting in answering machine	Total respondents*	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	434	387	89.2	330	85.3
0%	39	27	69.2	24	88.9
Less than 50%	214	194	90.7	165	85.1
50% or more	181	166	91.7	141	84.9

*Calculations include only cases with 10 or more call attempts (i.e., those considered to be hard to reach).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

Answering machines can also serve as a vehicle for making contact with a sample member. Messages left on answering machines are the functional equivalent of "electronic lead letters," notifying sample members of an impending call from an interviewer. During the B&B field test, the following message was left the first and fourth time an answering machine was encountered at a particular telephone number:

> "I am calling for the U.S. Department of Education about a research study in which (sample member name) has been selected to participate. Please ask (him/her) to call "(name)" at 1-800-555-5555, and refer to ID number "(unique ID)" to complete the study. Thank you."

The message (1) notified the sample members that they had been selected for a research study and (implicitly) that they would be recontacted in the near future, and (2) encouraged them to call in to complete the interview. As shown in table 3.15, a sizable portion of the field test sample did call in to complete the interview. In total, 165 callers used the toll-free number established for the study. Among these, 86.1 percent (142 cases) completed the interview upon calling in. Among those who did not complete the interview when they called in, the calls were a relatively even mix of refusals by the sample member, contact persons calling to provide new locating information for the sample member, or contacted individuals calling to say they did not know the sample member or did not know where to contact him or her.

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Table 3.15—B&B:2000/01 field test interview results, by call-ins to toll-free study number

Message left on answering machine	Total number of call-ins	Respondents interviewed	
		Number	Percent
Total	165	142	86.1
No message	18	14	77.8
Message left	147	128	87.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

Note: Because respondents were not asked directly what encouraged them to call in, it is not possible to examine directly the impact on call-ins of leaving messages versus obtaining the toll-free number from some other source, such as a third-party contact, initial student lead letter, or follow-up incentive mailing. The results presented here, therefore, simply provide a breakout of call-ins by respondents who received a message on their answering machine and those who did not, because no answering machine was encountered on any attempt to reach the respondent.

B. B&B:2000/01 field test incentive experiment

1. Overview of the incentive experiment

As explained in section 2.H.1, the incentive experiment implemented during the B&B:2000/01 field test was designed to examine the likelihood that sample members in the follow-up study who received an incentive payment in the base-year study would respond to a request for a follow-up study. In particular, the questions of interest involved (1) whether or not sample members who received a modest incentive ($20) for their participation in the NPSAS:2000 field test study would participate in the follow-up without an incentive, and (2) if such respondents received an incentive at the beginning of the follow-up study, whether they would respond more quickly than those not receiving an incentive, thereby lowering the level of effort for such cases.

NPSAS:2000 sample members who received an incentive in the base-year study were randomly assigned to one of two groups for the B&B field test: an incentive group and a control group. Incentive group members received a $20 incentive the first week of data collection to complete the interview; control group members received no incentive. All other survey activities, such as contacting/interviewing, tracing/locating efforts, and the like, were similar for the two groups. Sample members selected to receive an incentive were sent a personalized letter delivered by express overnight service. Enclosed with the letter was a $5 bill and instructions for completing the interview by calling a toll-free telephone number. After successfully completing the B&B:2000/01 interview, whether by call-in to the toll-free number from the sample member or through a subsequent call from a telephone interviewer, each respondent in the treatment group received an additional payment of $15 by personalized check.

2. Results of the incentive experiment

Of the 179 cases in the field test who were eligible for the experiment, 90 cases were selected to receive an incentive, and 89 cases were assigned to a control group. As shown on table 3.16, 60 percent (54 of the 90 cases) of the sample members who received an incentive

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completed the interview during the time frame in which the experiment was conducted. Among the control group, completed interviews were obtained by half of the sample members (45 of 89 cases). The difference between those who received an incentive and those who did not is not statistically significant.

In terms of level of effort (see table 3.17), it took fewer call attempts to obtain completed interviews with sample members who received the incentive mailing at the outset of the study compared to those in the control group (9.6 versus 12.2 call attempts). These results, however, are not statistically significant either.

Finally, the experiment was also designed to allow interviewers to note whether or not sample members—particularly those in the control group—inquired about the incentive at the outset of the study. Among respondents who did not receive an incentive mailing, only six asked about the possibility of receiving an incentive for their participation in the B&B:2000/01 follow-up: two refused to participate and four continued to participate upon learning that they would not be eligible for the incentive.

Table 3.16—B&B:2000/01 field test interview outcome, by incentive experiment group

Incentive experiment group	Total number in group	Interview outcome	
		Number complete	Percent complete
No incentive	89	45	50.6
Received incentive	90	54	60.0

NOTE: Significance: $p < .05$ using a Chi-square test of significance. This analysis showed no significant difference between incentive groups.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

Table 3.17—B&B:2000/01 field test mean call attempts for completed interviews, by incentive experiment group

Incentive experiment group	Interview outcome	
	Number complete	Mean call attempts per complete
No incentive	45	12.2
Received incentive	54	9.6

NOTE: Significance: $p < .05$ using an F-test of means. This analysis showed no significant difference between incentive groups.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study:2000/01 field test.

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Chapter 4

Evaluation of Data Quality

A. Reliability of interview responses

The temporal stability of a subset of interview items was evaluated through reinterview. Reinterviews were administered to a randomly selected subsample of 79 respondents who completed the full interview within the first 6 weeks of data collection and agreed to participate in the reinterview. The reinterview included items that were newly designed for the B&B:2000/01, or revised since being used in either B&B:93/94 or NPSAS:2000. The items assessed facts rather than attitudes, because valid and reliable responses needed to remain stable for the time between initial interview and reinterview. A paper facsimile of the reinterview is provided in appendix D.

Reinterview respondents were contacted 5 to 7 weeks after they completed the initial interview, and their responses in the initial interview and the reinterview were compared. Two measures of temporal stability were computed for all paired responses. The first, *percent agreement*, was determined in one of two ways. For categorical variables, the interview/reinterview responses *agreed* when there was an exact match between the two responses. For continuous variables, the two responses were considered to match when their values fell *within one standard deviation unit of each other.*[1]

The second measure evaluated temporal stability using one of three relational statistics: Cramer's V, Kendall's tau-*b* (τb), and the Pearson product-moment correlation coefficient (**r**). Which of the three statistics was used depended on the properties of the particular variable. That is, Cramer's V statistic was used for items with discrete, unordered response categories (e.g., yes/no responses). Kendall's tau-*b* (τb) statistic, which takes into account tied rankings,[2] was used for questions answered using ordered categories (e.g., never, sometimes, often). For items yielding interval or ratio scale responses (e.g., income), the Pearson product-moment correlation coefficient (**r**) was used.

[1]This is equivalent to within one-half standard deviation of the average (best estimate of actual value) of the two responses.

[2]See M. Kendall, "The Treatment of Ties in Rank Problems, *Biometrika 33* (1945): 81-93; and A. Agresti, *Analysis of Ordinal Categorical Data* (New York, NY: Wiley & Sons, 1984).

Analyses were based on the 79 respondents who completed reinterviews. Effective sample sizes are presented for all results because analyses needed to be restricted to cases with determinate responses to the relevant items in both interviews.

Because not all items were applicable to all respondents (e.g., some questions were asked only of graduate students or those currently employed), variation exists in the number of cases on which the reliability indices were based for the items considered. For administering the reinterview, information from the initial interview was preloaded to ensure that school-specific and job-specific items were asked for the same school and job across the two interviews.

1. First-year enrollment experiences

Table 4.1 presents the results of reliability analyses for the set of items pertaining to first-year enrollment experiences. Percent agreement ranges from 75.9 to 91.1 percent and the relational statistic ranges from 0.71 to 0.88. The item with the lowest reliability is the number of jobs held while enrolled during the respondent's first year of postsecondary education, with 75.9 percent agreement and a relational statistic of 0.71. This is not surprising given that the time referent for these questions is approximately 4 to 5 years in the past. Given the amount of time that had passed since the activities in question, the temporal stability of the two remaining items is quite good.

Table 4.1—Reliability indices for first-year enrollment experiences

Data element	Number of cases[1]	Percent agreement[2]	Relational statistic[3]
First-year residence	79	91.1[4]	0.88[5]
Number of jobs held while enrolled during first year	79	75.9	0.71
Number of hours worked/week while enrolled during first year	44	86.4	0.84

[1] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.
[2] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.
[3] Unless otherwise indicated, the relational statistic used here is Kendall's tau-b (τb).
[4] This percentage reflects values that fall within one standard deviation unit of each other.
[5] The relational statistic used here is Pearson's product moment correlation coefficient, r.

NOTE: Analyses are based on 79 respondents to the reliability reinterview.

2. Employment in 1999

Table 4.2 presents the results of reliability analyses for the set of items pertaining to work and income for calendar year 1999. The measures of temporal stability for income earned from work in 1999 are exceptionally high, with 96.9 percent agreement and a relational statistic of 0.93. Percent agreement is also good for the item representing whether the respondent worked for pay in 1999, but the relational statistic is lower at 0.49. This is likely because 92 percent of all respondents reported working both during the main interview and during the reinterview.

Another factor contributing to the unusually high reliability of these employment and income items is the period referenced. These questions asked about employment in the calendar year in which most B&B respondents, by definition, graduated from college. Most respondents had recently started working in their first "real" job and likely remembered their income for that period.

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Table 4.2— Reliability indices for employment in 1999

Data element	Number of cases[1]	Percent agreement	Relational statistic
Worked for pay in 1999	79	94.9[2]	0.49[3]
Income from work in 1999	65	96.9[4]	0.93[5]

[1]Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.
[2]This percentage reflects an exact match of the paired responses.
[3]The relational statistic used here is the Cramer's V statistic.
[4]This percentage reflects values that fall within one standard deviation unit of each other.
[5]The relational statistic used here is the Pearson product moment correlation coefficient, **r**.

NOTE: Analyses are based on 79 respondents to the reliability reinterview.

3. Graduate enrollment

Table 4.3 presents reliability results for items related to current and anticipated graduate enrollment. Overall temporal stability for this series of items is quite good. Percent agreement for this series of items ranges from 81.0 to 97.5, and the relational statistic ranges from 0.51 to 0.90. The most reliable item, which asked about current enrollment in a graduate program, had 97.5 percent agreement and a relational statistic of 0.90.

Current enrollment in an undergraduate program, a vocational program, or a nondegree program also has very high percent agreement (95.5 percent) but a low relational statistic (0.55). The overwhelming majority of respondents (92 percent) reported no enrollment in these types of programs in both the main interview and the reinterview. However, of those who said that they were enrolled in a nongraduate program during the main interview, 50 percent reported no enrollment by the time of the reinterview. The main interviews were conducted from March through July, and the reinterviews were conducted during the months of May and June. It is possible that the observed response reversal was due to real change; respondents could have been enrolled in a term that ended before the reinterview took place.

The least reliable item in this series asks whether respondents claimed the Lifetime Learning Tax Credit when they filed their 1999 taxes. For this item, percent agreement is relatively high at 81.0 percent, but the relational statistic is only 0.51. The Lifetime Learning Tax Credit is still relatively new, and many respondents did not know what it was. The response options for this question included two different values for no: "0" = "Never heard of it (the tax credit)," and "2" = "No." Evaluation of the reinterview data shows that all of the respondents who initially reported not having heard of the tax credit, simply reported not having taken the tax credit when reinterviewed. This is more a function of the structure of the reinterview than the actual response stability of the question. Of those who initially reported having taken the tax credit, 25 percent reported not having taken the credit during the reinterview. Of those who initially reported not taking the credit, all responded consistently during the reinterview.

Respondents' plans to enroll in graduate school in the future have high percent agreement (84.6 percent) and a marginally acceptable relational statistic (0.68). Of the respondents who originally reported that they plan to enroll in a graduate program in the next 10 years, 17 percent changed responses by the time of the reinterview. Only 10 percent of those

who initially reported that they did not plan to enroll reversed responses between interview and reinterview.

Table 4.3— Reliability indices for graduate enrollment

Data element	Number of cases[1]	Percent agreement[2]	Relational statistic[3]
Applied to graduate school for the 2000/01 school year	65	95.4	0.89
Plans to enroll in graduate school in the next 10 years	39	84.6	0.68
Currently enrolled in a graduate program	79	97.5	0.90
Currently enrolled in undergraduate or vocational program	66	95.5	0.55
Claimed Lifetime Learning Tax Credit	63	81.0	0.51[4]

[1] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.
[2] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.
[3] Unless otherwise indicated, the relational statistic used here is the Cramer's V.
[4] The relational statistic used here is Kendall's tau-b (tb).

NOTE: Analyses are based on 79 respondents to the reliability reinterview.

4. Current employment

Measures of temporal stability for items about current employment are presented in table 4.4. Overall temporal stability for these items is mixed. Percent agreement ranges from 69.8 to 100.0 and the relational statistic ranges from 0.58 to 1.00. The indicator of whether or not respondents are currently teaching shows perfect reliability.

Reliability measures for the items representing the number of employees working for the respondents' company and whether the respondents' current job is related to their undergraduate major are very good. Percent agreement is 86.8 and 89.2, and the relational statistic is also very high for both (0.89 and 0.87, respectively.)

The least reliable question in this series was that pertaining to flexible job schedules. Percent agreement is only 69.8 and the relational statistic is 0.58. Evaluation of the interview and reinterview data shows that there was quite a bit of response instability. Of those who initially reported having inflexible job schedules, 28 percent reported having a "somewhat flexible" schedule by the time of the reinterview. Of those who originally had "somewhat flexible" job schedules, 25 percent changed responses by the reinterview and reported "very flexible" job schedules. Among those who indicated having "very flexible" job schedules during the main interview, 17 percent reported having "somewhat flexible" schedules at the time of the reinterview. It is possible that working conditions at the time of the interview influenced responses to this question. For example, a "very flexible" schedule might not seem so flexible when things are really busy.

The item that asked respondents if they would consider their current job to be a career job has only moderately acceptable reliability. Percent agreement is 76.5 and the relational statistic is 0.58. Most respondents (65 percent) reported that their current job was a career job during both the main interview and the reinterview.

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Of those who did not indicate that the current job was a career job, the distribution of interview and reinterview responses was spread among the remaining responses without much of a pattern. There were several problems with the administration of this question in the field test. First, the question was read as if it were a "yes/no" question, and if the response was "no," then interviewers were instructed to probe and code the answer. However, respondents had difficulty understanding the intent of the question, so they did not know how to respond to the probe. Second, the remaining response options (other than "yes") were not mutually exclusive. It could have been that respondents were working in their current job to "pay the bills" and to "prepare for graduate school," which substantially reduces response consistency over time. For the full-scale survey, this item will be revised so that (1) the intent of the question is more clear, and (2) the response options will be mutually exclusive.

Table 4.4— Reliability indices for current employment

Data element	Number of cases[1]	Percent agreement[2]	Relational statistic[3]
Is current job a career job	51	76.5	0.58
Number of employees working for company	37	89.2	0.89
Flexible job schedule	53	69.8	0.58
Job related to undergraduate major	53	86.8	0.87
Currently teaching	69	100.0	1.00

[1] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.
[2] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.
[3] Unless otherwise indicated, the relational statistic used is Kendall's tau-b (τb).

NOTE: Analyses are based on 79 respondents to the reliability reinterview.

B. Indeterminate responses

1. Comparison of CATI respondents with nonrespondents

Using institutional record data obtained during the base year study (NPSAS:2000), we were able to compare the distribution between B&B follow-up CATI respondents and nonrespondents for selected items. Table 4-5 shows a comparison of the B&B:2000/01 field test CATI respondents and nonrespondents for seven variables.

Age is the only variable with a significant difference between the distribution of the respondents and nonrespondents, suggesting the possibility of nonresponse bias associated with the variable. For some categories within all of the primary variables except race/ethnicity, there are significant differences between CATI respondents and nonrespondents, also suggesting the possibility of nonresponse bias. For example, a higher percentage of nonrespondents are male than are respondents, and a lower percentage of nonrespondents are federal aid recipients than are respondents. An extensive nonresponse bias analysis is planned for the full-scale survey; however, since the field test data were not used to make population inferences, more extensive nonresponse bias analyses were deemed unnecessary.

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Table 4-5.—Comparison of B&B:2000/01 CATI respondents and nonrespondents

	CATI respondents		CATI nonrespondents	
	Sample size	Percent estimate	Sample size	Percent estimate
Age				
19 or younger	0	0	0	0
20 to 23	329	47.34	46	30.46*
24 to 29	207	29.78	62	41.06*
30 to 39	77	11.08	23	15.23
40 or older	52	7.48	17	11.26
Missing	30	4.32	3	1.99
Race/Ethnicity				
White	500	71.94	97	64.24
Black Or African American	35	5.04	7	4.64
Asian	57	8.20	15	9.93
Hispanic	20	2.88	9	5.96
Other	83	11.94	23	15.23
Gender				
Male	245	35.25	70	46.36*
Female	416	59.86	77	50.99
Missing	34	4.89	4	2.65
Receipt of any aid				
Yes	492	70.79	92	60.93*
No	191	27.48	56	37.09
Missing	12	1.73	3	1.99
Receipt of federal aid				
Yes	387	55.68	72	47.68
No	107	15.40	20	13.25
Missing	201	28.92	59	39.07*
Receipt of state aid				
Yes	140	20.14	32	21.19
No	354	50.94	60	39.74*
Missing	201	28.92	59	39.07*
Receipt of institutional aid				
Yes	261	37.55	43	28.48
No	233	33.53	49	32.45
Missing	201	28.92	59	39.07*

*Nonrespondents were significantly different from respondents.

NOTES:
1. There were 695 respondents and 151 nonrespondents.
2. Since these data are from a field test, they are not weighted.
3. Tests for significant differences between the distributions of the respondents and nonrespondents were performed for each of the seven primary variables at the (0.05 / 6) level to account for multiple comparison effects. Age was the only variable found to be significant.
4. Within each variable, the category percentages of respondents and nonrespondents were tested for significant differences at the (0.05 / (c-1)) level, where c is the number of categories. Estimates that were found to be significantly different are flagged with an asterisk.

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2. Indeterminacies among CATI respondents

Special keyed entry (of F3 or F4) by the interviewers allowed the CATI interview to accommodate responses of "don't know" and refusal to every item. Refusal (RE) responses to interview questions were most common for items considered sensitive by respondents, while "don't know" (DK) responses may have resulted from a number of potential circumstances. The most obvious reason a respondent will offer a DK response is that the answer is truly unknown or in some way inappropriate for the respondent. DK responses may also be evoked when (1) question wording is not understood by the respondent (with no explanation by the interviewer), (2) the respondent hesitates to provide a "best guess" response (with insufficient prompting from the interviewer), and (3) a respondent implicitly refuses to answer a question. RE and DK responses introduce indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analysis. They need to be reduced to the greatest extent possible.

Overall item nonresponse rates were low, with only seven items containing over 10 percent missing data. These items are shown in table 4.6, and are grouped by interview section. Item nonresponse rates are calculated based on the number of sample members for whom the item was applicable and asked. Items with the highest rates of nonresponse were those pertaining to income. Many respondents were reluctant to provide information about personal and family finances and, among those who are not reluctant, many simply did not know. In addition, the items pertaining to the Lifetime Learning Tax Credit also garnered a high number of DK responses. These DK responses are most likely attributable to respondents' unfamiliarity with the tax credit because of its relatively recent implementation.

Table 4.6—Student interview item nonresponse for items with more than 10 percent "don't know" or "refused"

CATI section and variable name	Label	Number asked	Percent don't know	Percent refused	Combined percent
Student background					
D_INCS99	Spouse work income 1999	196	10.7%	7.7%	18.4%
D_CRDBAL	Balance due on all credit cards	278	9.4%	5.4%	14.8%
D_MTGAMT	Monthly mortgage payment	164	6.1%	6.1%	12.2%
Post-baccalaureate education					
E_BEGGRD	When do you plan to enroll in a graduate program	256	32.0%	0.0%	32.0%
E_CREDIT	Will claim Lifetime Learning Tax Credit in 2000	564	16.3%	0.4%	16.7%
E_LIFLNG	Claimed Lifetime Learning Tax Credit	665	10.4%	0.2%	10.5%
Post-baccalaureate employment					
F_CURINC	Current job annual salary	478	5.2%	5.2%	10.5%

NOTE: Statistics are based on student sample members for whom specific items were applicable and asked. Items applicable to fewer than 50 sample members were excluded from consideration.

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C. Help text

Online help text was available for every screen in the CATI instrument. Having additional information available at the touch of a key (F10) was very beneficial to interviewers, particularly at the beginning of data collection, to immediately alleviate any confusion with questions while they were still on the telephone with the respondent. Help text screens displayed information designating to whom the item applied, type of information that was requested in the item, and definitions of words or phrases in the item.

Counters were used to determine the number of times each help screen was accessed, making it possible to identify items that were confusing to interviewers or respondents. Table 4.7 presents CATI items having the highest rates of help text usage, along with their rates of indeterminacy. An analysis of the number of help text accesses revealed seven items for which the help text was accessed more than 10 times. The items pertaining to the Lifetime Learning Tax Credit collected the most accesses to help text (88 out of 664 times the item was administered), almost certainly because of student unfamiliarity with the tax credit. The help text included a thorough explanation of the Lifetime Learning Tax Credit that telephone interviewers were able to read to respondents unfamiliar with the credit.

Table 4.7—Item-level rates of help text access

CATI variable name	Label	No. of times help text was accessed	Rate of help text usage[1]	Rate of indeterminacy[2]
B_ACAD	Withdrew from course due to failure	23	3.5	0.1
B_REM1	Remedial course required during first year	19	2.8	0.5
D_INC99	Income from work for 1999	12	1.8	9.3
E_CREDIT	Will claim Lifetime Learning Tax Credit in 2000	26	4.6	16.7
E_LIFLNG	Claimed Lifetime Learning Tax Credit	88	13.2	10.5
F_OTHEBE1	Employer provides other benefits	26	12.0	0.5
G_INTRN	Participated in teacher internship	28	21.4	0.8

[1]The rate presented is the number of times the help text for each item was accessed, divided by the number of times that particular item was administered.

[2]The rate of indeterminancy is the number of "don't know" and "refused" responses divided by the number of times the item was administered.

A number of questions containing confusing terms or phrases were identified by their high counts of help text access. These items included questions about teacher internships, remedial courses, and employer benefits. The available help text with term definitions was vital in helping telephone interviewers explain any unknown terms to respondents. As a result, respondents were able to better understand and answer the survey items.

D. Online coding

The B&B:2000/01 field test instrument included tools that allowed computer-assisted online assignment of codes to literal responses for postsecondary education institutions attended,

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major field of study, occupation, and industry. Online coding systems are designed to improve data quality by capitalizing on the availability of the respondent at the time the coding is performed. To assist with the online coding process, interviewers are trained to use effective probing techniques to ensure each response is appropriately coded. Interviewers can request clarification or additional information if a particular text string cannot be successfully coded on the first attempt, an advantage not afforded when coding occurs after the interview is complete. Because both the literal string and selected code are captured in the data file for field of study and occupation/industry responses, subsequent quality control recoding by project staff can be easily incorporated into data collection procedures.

Institutional coding was used to assign a six-digit IPEDS identifier for each postsecondary institution the respondent reported attending, other than those collected during their earlier interviews. To facilitate coding, the IPEDS coding system asked for the state in which the school was located, followed by the city, and finally the name of the postsecondary institution. The system relied on a look-up table, or coding dictionary, of institutions which was constructed from the 1997–98 IPEDS IC file. Additional information in the dictionary, such as institutional level and control, was retrieved for later use (e.g., branching) once the institution was properly coded.

Major field of study, occupation, and industry coding used a dictionary of word/code associations. The online procedures for these coding operations consisted of four steps: (1) the interviewer keyed the verbatim text provided by the respondent; (2) the dictionary system displayed words that were associated with the words in the text string and the interviewer was given the choice of either accepting a word that might help in terms of coding, or ignoring a word that was of no help; (3) standard descriptors associated with identified codes were displayed for the interviewer; and (4) the interviewer selected a standard descriptor that was listed.

Ten percent of the major, occupation, and industry coding results were sampled and examined. The verbatim strings were evaluated for completeness and for the appropriateness of the assigned codes. None of the verbatim strings in the sample was too vague to properly evaluate. Four of the occupation and industry strings, and only one string for the major field of study, required recoding. Furthermore, none of the recoded cases resulted in a shift across broad categories. Table 4.8 shows the results of the online coding procedures.

Table 4.8—Success rates for online coding procedures

Coding procedure	Coding attempts sampled	Number too vague	Percent too vague	Number recoded	Percent recoded
Major field of study	22	0	0.0	1	4.5
Occupation	36	0	0.0	3	8.3
Industry	40	0	0.0	1	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study: 2000/01 field test.

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E. CATI quality circle meetings

As mentioned in section 2.H, Quality circle meetings were vital components of the field test operation and evaluation. During these regularly scheduled meetings, interviewers, supervisors, and project technical staff met to discuss issues pertinent to locating respondents and conducting CATI interviews in the most effective manner. These meetings proved to be a good tool for communication, as they provided a forum to discuss many elements of the CATI instrument. Telephone interviewers attended the quality circle meetings on a rotating basis to ensure representation of various experiences, opinions, and challenges faced. Summaries of discussions and decisions were distributed to all telephone interviewers and supervisors in a newsletter. An electronic copy of this newsletter was sent to project staff not in attendance so those who did not attend the meeting could also benefit.

The quality circle meetings were instrumental in providing prompt and precise solutions to problems encountered by interviewers. Several modifications were made to the CATI instrument as a result of these meetings, including wording changes to clarify items for respondents. Quality circle meetings not only helped interviewers be more effective in interviews, but also gave project staff feedback that was influential in making the survey extremely clear for respondents and interviewers alike. The feedback and resulting changes ensure that any CATI issues that were problematic in the field-test instrument will be modified and improved in the full-scale study.

Some of the issues covered in quality circle meetings included:

- *Changes to the instrument:* Minor modifications to the instrument which were made after interviewer training were explained and demonstrated to be sure interviewers were aware of these changes and could work with them effectively.
- *Instrument logic:* Concerns about the instrument path logic were raised, resulting in modifications to the instrument based on telephone interviewer input. For example, interviewers found that students who were enrolled in school and working part-time often received questions relating to job benefits. Because students who work part-time do not often receive benefits, a change was made in CATI to route these respondents around the benefit items.
- *Item wording:* Misinterpretation of questions was addressed consistently. For example, respondents often misinterpreted "Other than [BA school], have you attended any other colleges or postsecondary schools since you graduated from high school?" because they did not include graduate and/or professional schools when answering this item. The item was changed to read "Other than [BA school], have you attended any other colleges or postsecondary schools, **including graduate and professional schools,** since you graduated from high school?" to eliminate confusion and to collect the necessary information.
- *Help screens:* Interviewers were reminded of the help text feature, which was available for every CATI item through the F10 function key. The help text screens provided additional explanation to allow interviewers to verify the intent of questions, as well as definitions of terms with which the interviewer or respondent were not familiar.

Interviewers were also able to use the F1 function key for quick access to student information, a calculator, roster lines, and case-level comments.

- *Problem sheets:* Problem sheet issues and types of details to include were also discussed.

F. Quality assurance CATI monitoring

Monitoring of telephone data collection leads to better interviewing and better-quality survey data as well as to improvements in costs and efficiency in telephone facilities. Monitoring in the B&B:2000/01 field test helped to meet four important quality objectives: (1) reduction in the number of interviewer errors; (2) improvement in interviewer performance by reinforcing good interviewer behavior; (3) assessment of the quality of the data being collected; and (4) evaluation of the overall survey design for full-scale implementation.

Monitors listened to up to 20 questions as the interviews were in progress and, for each question, evaluated two aspects of the interviewer-respondent interchange: whether the interviewer (1) delivered the question correctly and (2) keyed the appropriate response. Each of these measures was quantified, and daily, weekly, and cumulative reports were produced for the study's IMS. During the data collection period, 1,079[3] items were monitored. The majority of the monitoring was conducted during the first half of data collection. Toward the end of data collection, monitoring efforts were scaled back due to the lighter caseload being worked by telephone interviewers, the greater experience of the remaining interviewers, and the satisfaction by project staff that the process was in appropriate control. Figure 4.1 shows error rates for question delivery; figure 4.2 shows error rates for data entry. Both presentations provide upper and lower control limits for these measures.[4]

Throughout the monitoring period, error rates remained within acceptable limits, typically below 1 percent. Among the 1,079 items observed, there were two CATI question delivery errors and nine data entry errors.

[3] Five outlier observations were excluded from this analysis.

[4] The upper and lower control limits were defined by three times the standard error of the cumulative proportion of errors to the number of questions observed for the period (+3 * SE for the upper limit; -3 * SE for the lower limit).

Figure 4.1—Monitoring error rates for CATI question delivery

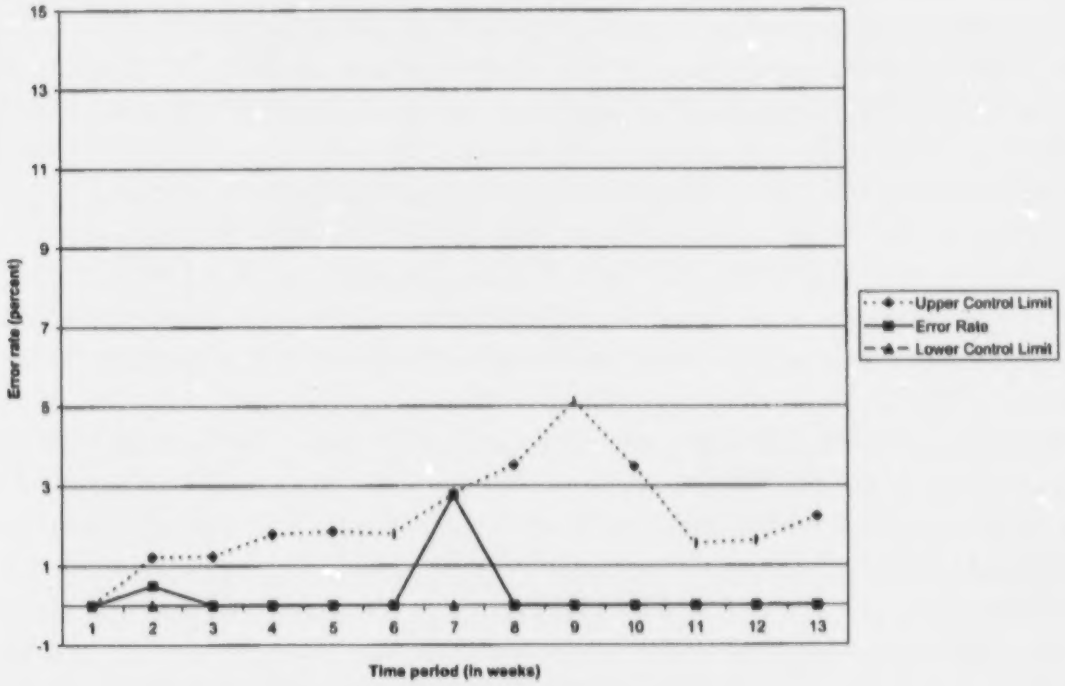
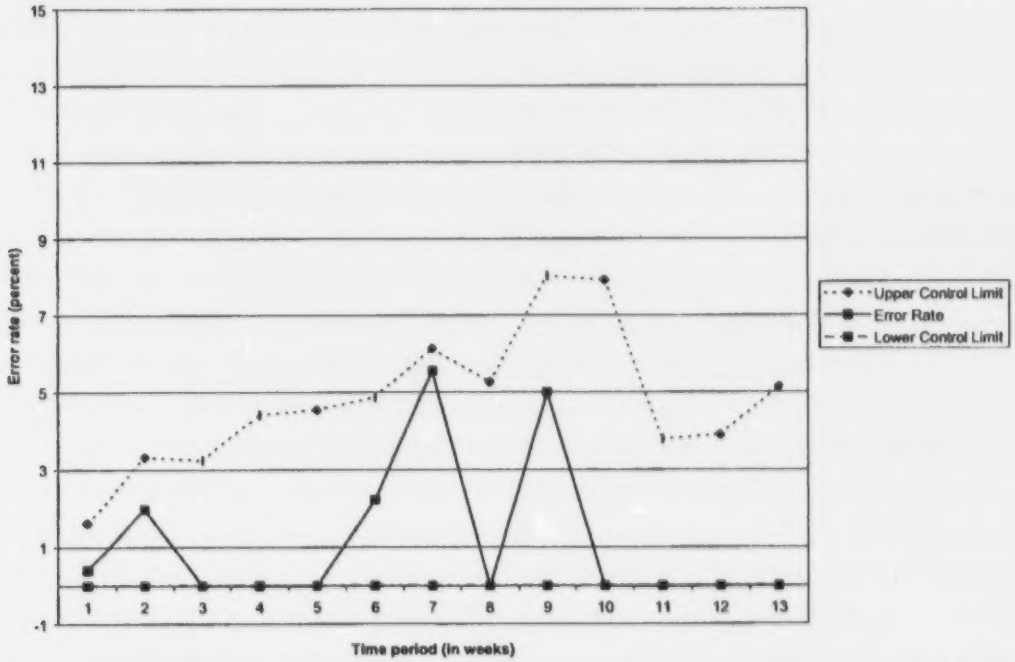


Figure 4.2—Monitoring error rates for CATI data entry



Chapter 5

Recommendations for the Full-Scale Study

The B&B:2000/01 field test was successful in providing useful information with respect to planning for the full-scale study. While many aspects of the survey design and instrumentation worked quite well, some field test outcomes and evaluation results, documented in chapters 3 and 4 of this report, justify procedural and substantive modifications to the full-scale survey implementation. Major recommendations are summarized below by topical area.

A. Sampling of baccalaureate recipients

1. Change in eligibility requirements

Eligibility requirements in the NPSAS:2000 field test for the B&B cohort accepted all sample members who were awarded a baccalaureate degree at any time during the NPSAS year. For the NPSAS:2000 full-scale study, eligibility requirements also stipulated that respondents be enrolled at some point during the NPSAS year. This requirement was added because many questions in the interview referred to enrollment during the NPSAS year. These questions were awkward and inappropriate for respondents who had not been enrolled during that period, but had received a degree. The B&B cohort for the full-scale follow-up will adhere to these eligibility requirements as well. Specifically, eligibility for the B&B:2000 cohort will require that the sample member be enrolled and receive a baccalaureate degree anytime between July 1, 1999, and June 30, 2000.

2. Sampling of base-year nonrespondents

In addition to sampling all of the NPSAS:2000 respondents verified to be B&B eligible, we will select half of the NPSAS B&B sample nonrespondents for the B&B:2000/01 sample. Based on results from the field test, this sample of base-year nonrespondents is expected to have a yield of 50 percent in the B&B follow-up survey. That is, half the members of this sample are expected to be verified as B&B eligible and to respond in the follow-up survey and half are expected to consist of ineligibles, false positives, nonrespondents in B&B, or several of these combined. Since the proportion of B&B false negatives (i.e., students not selected as potential B&B sample members but who were determined in CATI to be B&B eligible) was extremely small (1.5 percent), no attempt to represent these students in the full-scale survey is planned. The NPSAS B&B nonrespondents can be classified as

- students who were sampled as B&B and located but who refused to be interviewed in NPSAS;

- students who were sampled as B&B and located but time ran out before a NPSAS interview could be completed; or
- students who were sampled as B&B but not located for NPSAS.

Overall, 44.8 percent of B&B nonrespondents in the NPSAS field test were interviewed during the B&B follow-up field test with students in the second category above the most likely to complete a B&B interview (68.2 percent), followed by students in the third category (43.9 percent), and then by students in the first category (32.4 percent). For the full-scale follow-up, we will be able to sample from the three groups of base-year nonrespondents at rates proportional to the response rates achieved in the follow-up field test in order to achieve the expected yield.

B. Effect of false positives and false negatives

During the NPSAS:2000 field test, 79 of the 797 students sampled as B&B (9.9 percent) were found during the NPSAS interview not to be B&B eligible (false positives), and 12 of the 817 students sampled as other undergraduates, graduates, or first-professionals from 4-year institutions (1.5 percent) were found during the NPSAS interview to be B&B eligible (false negatives; see the *NPSAS:2000 Field Test Methodology Report* for more details). To account for the false positives and false negatives in NPSAS full-scale sample selection, more B&B students and fewer other undergraduate students than necessary will be selected. For the B&B:2000/01 field test, there were no false negatives because all sample students were either verified during NPSAS to be B&B eligible, or were sampled for B&B. However, 9 of the 125 NPSAS nonrespondents in the B&B sample (7.2 percent) were false positives. The full-scale B&B sampling plan will account for the expected false positives from the sample of NPSAS nonrespondents.

C. Use of targeted incentives to sample members

The use of monetary incentives was shown in an experiment conducted as part of the base-year (NPSAS:2000) study to be an effective means of reducing nonresponse among some types of nonrespondents, in particular those who initially refused to be interviewed (see *NPSAS:2000 Field Test Methodology Report*). The lingering question for the B&B:2000/01 1-year follow-up is whether those who received an incentive in the base year would demand an incentive before completing the follow-up survey. If a significant portion did insist on receiving an incentive before completing the survey, then it might be advisable to simply send an incentive at the outset of the full-scale data collection effort to those who received an incentive in the base year. However, if there was little apparent difference in the response rates of those who received an incentive at the start of the study versus those who did not receive an incentive in the follow-up experiment (i.e., those in the control group), then the recommendation would seem to favor using incentives in a more conservative, targeted manner.

The results of the incentive experiment described in Chapter 3 seem to argue for the latter approach—that is, using incentives in a targeted manner to reduce nonresponse, rather than mailing incentives to all of the sample members who received an incentive in the base year. Although the overall number of cases examined was relatively small, the evidence does not appear strong enough to warrant the expenditure of resources on incentives to all base-year incentive recipients at the outset of the study. Instead, it is recommended that the same incentive

protocols used in the base-year study (NPSAS:2000) be implemented for the full-scale B&B:2000/01 to reduce nonresponse among particular sets of sample members. These protocols include:

- Targeting for incentive receipt only (1) those who refuse to complete the study initially and (2) those for whom only a valid address is available (i.e., there is no valid telephone number). Incentives may also be targeted to a third group: those with high call counts (30 or more call attempts) for whom a valid mailing address is available.
- Incentive recipients will receive a letter, sent via express mail, which explains the study and expresses the need for their cooperation. These mailings should also include a five-dollar bill.
- Sample members will be instructed that if they complete the survey, they will be sent a check for an additional $15.

We believe this protocol will effectively reduce the level of nonresponse for the B&B:2000/01 follow-up study, while also conserving resources—using them in a targeted manner.

D. Early e-mail contact with sample members

The field test experience also seemed to indicate that e-mail was an effective mode for establishing contact with some sample members. A high percentage of those contacted via e-mail either called in directly to complete the interview or set up a convenient time to complete the survey at a later date. In the field test, e-mail contact was used as a tool for reducing nonresponse. E-mails were sent relatively late in the course of data collection and were targeted only at those who had not completed the interview by the eighth week of the interviewing effort.

For the full-scale study, we recommend using e-mail earlier in the process—at the outset of data collection—as a means of making early contact with the sample members. A mailing should be sent to all respondents for whom a valid e-mail is obtained from either the base-year study or the student update sheets. The content of the e-mail should be similar to that of the initial prenotification letter, indicating the purpose of the study and requesting the sample member either to call a toll-free number to complete the survey or to notify us via e-mail or telephone of a more convenient time to complete the survey. E-mail should also be used periodically throughout data collection as a means of establishing contact with sample members who prove difficult to reach by telephone. The early use of e-mail as an alternative means of communication should help increase the initial contact rates with these otherwise hard-to-reach sample members.

E. Student CATI

We recommend a number of revisions to the field test student follow-up CATI interview for use in the full-scale B&B follow-up survey. These suggestions are based on (1) examination of field test interview results, including item indeterminancies; (2) results of timing analyses; (3) quality circle debriefings with telephone interview staff; and (4) discussions with the study Technical Review Panel (see appendix A for a list of panel members). These recommended changes are listed by instrument section and individual data element in table 5.1.

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview

Data element	Action proposed	Recommendation
Enrollment history		
B_SCH1ST *Enrollment status at first postsecondary institution*	Revise	Change time reference to first year of enrollment.
B_REM1 *Required to take any remedial or developmental courses during first year of enrollment*	Revise	Change wording to make more clear to respondents. Many students do not know that the courses they are required to take are "remedial." The new wording will read: During your first year, did you take any basic or remedial English or math courses for which credit did not apply toward your degree, or that were in addition to those required for your degree.
B_AP *Advanced placement credits accepted*	Revise	Change wording to include any college credits earned in high school.
B_RES1 *Residence during first year of enrollment*	Revise	It is not necessary to collect as much detail as we were previously getting. The response categories will be limited to: 1 = ON CAMPUS 2 = OFF CAMPUS WITH PARENTS OR GUARDIANS 3 = OFF CAMPUS – OTHER.
B_JOBN1 *Number of jobs held during first year*	Delete	This question is unnecessary, as we collect number of hours worked. If there were "0" hours worked, there were no jobs.
B_GRANT *Grants and scholarships received during first year of enrollment*	Revise	Revise question wording to include employer reimbursement as a form of financial assistance received during first year of enrollment.
B_STPRS1 *Reason for taking a break from school*	Revise	Add response category 13: 1 = ACADEMIC PROBLEMS 2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT 3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY 4 = DECIDING ON A DIFFERENT PROGRAM OF STUDY 5 = TAKING TIME OFF FROM STUDIES 6 = PARTICIPATED IN CO-OP/INTERNSHIP PROGRAM 7 = CONFLICTS WITH JOB/MILITARY 8 = NEEDED TO WORK 9 = OTHER FINANCIAL REASONS 10 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY) 11 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS 12 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.) 13 = UNSURE OF FUTURE PLANS 14 = OTHER

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview—Continued

Data element	Action proposed	Recommendation
B_2YR1 *Reason attending a 2-year school*	Revise	Add response categories 6-8: 1 = COULDN'T AFFORD TUITION ELSEWHERE 2 = CHEAPER TO EARN CREDITS 3 = DIDN'T HAVE GRADES FOR 4-YR SCHOOL 4 = INTENDED TO OBTAIN ASSOCIATE'S DEGREE 5 = CLOSER TO HOME **6 = RECEIVED FINANCIAL AID** **7 = HAD DESIRED PROGRAM** **8 = PERSONAL REASONS** 9 = OTHER
B_FLUENT *Fluent in any language other than English*	Add	We will add an item asking if respondents are fluent in any language other than English.
B_ABROAD *Studied abroad since high school*	Add	A question will ask if respondents have studied abroad (outside of the United States and its territories) since finishing high school.
Student Background		
D_HSHLD1 *Household composition*	Revise	We will change the question wording so that it does not sound so intrusive. The next question asks about your living arrangements. Please tell me who currently lives in your household. I do not need to know their names, just the number of each type. Please include your children, parents, friends, and other relatives. Spouse/partner....._____ Children/stepchildren....._____ Parents, stepparents, guardians....._____ Brothers and sisters....._____ In-laws, grandparents, other relatives....._____ Nonrelatives (friends)....._____
D_AGE1-3 *Ages of dependent children*	Revise	We will ask for the ages of dependent children rather than getting the number of children within specified age ranges. If there are more than six dependent children, we will collect the ages of the six youngest.
D_INC99 *Respondent's income for calendar year 1999*	Delete	Given that respondents, by definition, were enrolled in school in the past year, their income for 1999 will likely only span the months from graduation through the end of the year. Furthermore, we ask for the salary of the current job in the employment section.
D_REPAY, D_RPYAMT *Amounts owed for undergraduate loans, repayment status, repayment amount.*	Add	While we get most of the necessary information about respondents' undergraduate financial aid in the base-year survey, we need to ask the following: • Amount borrowed for undergraduate education • Amount currently owed • Is the respondent in repayment • Are parents are helping with repayment • Has any part of the loan been forgiven, or is employer assisting with repayment • What is the monthly amount of repayment • Amount borrowed from family and friends • Amount owed to family and friends
D_RNTAMT *Monthly rent amount*	Add	We currently only ask monthly mortgage amount for respondents who own homes. We will ask for monthly rental payments to get a better picture of respondents' major monthly expenses.

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview —Continued

Data element	Action proposed	Recommendation
D_NUMCRD *Number of credit cards respondent has in own name*	Delete	This item is considered intrusive and not useful for analytic purposes. This item will be dropped.
D_CRDBAL *Total balance due on all credit cards*	Revise	We will reword this question so that it is clearer to respondents.: What was the total outstanding balance on **all** your cards according to the last statements?
Post-baccalaureate enrollment		
Post-baccalaureate enrollment section	Revise	This section will be organized to collect three distinct paths of post-baccalaureate enrollment: • formal degree programs (master's, doctoral, professional, and post-baccalaureate programs), • courses taken for credit in an accredited postsecondary institution outside of a formal degree program (includes courses taken in preparation for future graduate enrollment and career preparation), and • noncredit courses taken anywhere (includes courses taken in preparation for certification/licensure).
E_GRDWHY *Why respondent decided to go to graduate school*	Add	We will ask respondents why they decided to pursue graduate school.
E_PBARS1-3 *Why respondent decided to enroll in post-baccalaureate education*	Revise	Add response category 7: 1 = PREPARE FOR GRADUATE SCHOOL 2 = PREPARE FOR LICENSING EXAM 3 = QUALIFY FOR A PROMOTION 4 = CHANGE CAREER/TRAIN FOR NEW JOB 5 = BECOME BETTER QUALIFIED FOR CURRENT JOB 6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT **7 = MAINTAIN/PREPARE FOR LICENSURE** 8 = OTHER
E_PBAAPP through E_BAAIDS *Post-baccalaureate financial aid*	Delete	Field test results show very few responses to this series of items. We will delete all post-baccalaureate financial aid items with the exception of employer reimbursement.
E_GRDRS1-3 *Reason for choosing graduate school*	Revise	Add response option 6: 1 = REPUTATION 2 = FACULTY 3 = LOCATION 4 = FINANCIAL AID 5 = ALLOWS PART-TIME ATTENDANCE **6 = OFFERED DESIRED PROGRAM** 7 = OTHER
E_SPOUSE *Received money from spouse to cover graduate expenses*	Delete	This item will be deleted because it is not useful for analytic purposes.
E_GWAIVE *Received tuition waiver for graduate studies*	Revise	A follow-up question will ask if the tuition waiver was full or partial.

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview—Continued

Data element	Action proposed	Recommendation
E_LNFRGV	Add	We will add a question about loan-forgiveness programs in which student loans are repaid on respondents' behalf in return for committing to working in a particular field for a certain amount of time.
E_GRDTUI through E_GRDTUV *Tuition for graduate school*	Delete	Respondents typically have difficulty remembering tuition amounts. We will be able to gather tuition information from the IPEDS database.
E_GRDATY through E_FSRS *Sources of funding for graduate education*	Delete	This series of items will be deleted because we have a better sample of graduate students from the base-year survey, and this question solicits more detail than is needed for the follow-up study.
E_DELAY *Reason for delaying entry into graduate school*	Revise	We will add response options 12 and 13. 1 = UNDERGRADUATE DEBT 2 = COULDN'T GET FINANCIAL AID 3 = OTHER FINANCIAL REASONS 4 = RAISING CHILDREN 5 = OTHER FAMILY RESPONSIBILITIES/CONSTRAINTS 6 = FAILED TO MEET APPLICATION DEADLINE 7 = NOT ADMITTED TO SCHOOL OF CHOICE 8 = WANT A BREAK FROM SCHOOL 9 = HAD GOOD JOB OPPORTUNITY 10 = CAREER PLANS INDEFINITE 11 = WANT/NEED WORK EXPERIENCE **12 = LOCATION CHANGE** **13 = MILITARY COMMITMENT** 14 = OTHER
Post-baccalaureate employment		
F_EMPTYP *Employer type*	Revise	We will reword the response options so that the option for teaching assistants clearly refers to the institution in which the respondent is enrolled.
F_APRSAM	Add	We will add a question to determine if the current job is the same as the job held in April.
F_CURJOB *Current job as beginning of career*	Revise	We will revise question wording and response options to: Which of the following best describes your current job? 1 = The start of your career in your current occupation 2 = Continuing in the career you had before graduation 3 = Preparing for graduate school 4 = Preparing for another job 5 = Temporary job—deciding on future education/career 6 = Pays the bills/only job available 7 = Other
F_COSIZE *Number of employees in current company*	Revise	We will collect this response as continuous rather than in categories. If respondent does not know, we will probe to find out if less than 50 or over 1000.

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview—Continued

Data element	Action proposed	Recommendation
F_BENFIT *Employer provided benefits*	Revise	Respondents will be asked a yes/no question for each of the following: 1 = Health insurance 2 = Retirement benefits 3 = Education assistance/tuition reimbursement 4 = Legal services 5 = Flexible spending accounts 6 = Dental/optical insurance 7 = Prescription plans 8 = Child care facility or subsidy 9 = Fitness facility or subsidy
F_FLXNEW *Searching for a more flexible job schedule*	Delete	Rather than asking for this in the context of flexible scheduling, we will ask all respondents who are currently employed if they are actively searching for another job. The new item will come after the questions about job satisfaction.
F_TELCOM *Able to work away from office*	Revise	The revised question text will clarify that we are asking about whether or not the employer allows respondents to work regularly away from the office or telecommute. Also, it will specify that "home or other location" includes flexi-place work.
F_TELWRK and F_TELOFN *Frequency of working away from office*	Revise	Rather than asking two separate questions, we will ask how often respondents work away from the office and allow "never" as a response.
F_TRNREQ *Employer support of job-related training*	Revise	We will change the wording of the response option to: Encouraged by employer.
F_CERTTY1-3 *Type of certification/licensure*	Revise	We will separate this query into two parts: • up to 3 occupational licenses/certificates required by law, and • up to 3 professional licenses/certificates not required by law but required for career advancement. Follow-up for both will collect • amount of time required to prepare for license/certificate, • sponsor of license/certification, and • reason for obtaining license/certification.
F_JOBSRH *Job search activities*	Revise	This item is currently asked of respondents who are not working, but are looking for work. For the full-scale survey, we will ask respondents who are currently working how they found their current job as well.
F_TRAVEL *Amount of time spent traveling over the past year*	Delete	This item was asked of respondents who were not working and were not enrolled in school. We will delete this question from the full-scale survey because of the small number of responses.
Teacher experiences		
G_PSTNUM *Number of teaching jobs ever held*	Revise	We will ask about the number of teaching jobs held since graduation.
G_SUBLNG *Held long-term sub job*	Revise	Reword to: Have you ever had a long-term substitute position of 12 weeks or more?

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview—Continued

Data element	Action proposed	Recommendation
G_CRTFD *Fields of certification*	Revise	We currently collect up to 5 certifications. We will collect up to 3 fields of certification for the full-scale survey. We will also collect only the general field and delete the detail. We will collect the general fields of certification: 1 = General Elementary/Early Childhood 2 = Art/Drama/Music 3 = Bilingual 4 = Business 5 = Economics/Political Systems 6 = English/Journalism/Reading/Language Arts 7 = ESL 8 = Foreign Languages 9 = Health/Physical Education 10 = Math 11 = Science 12 = Secondary Education 13 = Special Education 14 = Social Studies/History/Civics 15 = Vocational/Occupational 16 = Other
G_CRTTP *Highest certificate held*	Revise	We will revise the response options as follows. • Remove "advanced professional certificate" since it takes more than one year to earn it. • Do not get field detail if respondent has "emergency certification." • If respondent has a "regular/standard state certificate, a probationary, or a temporary certificate," then follow up with the field detail.
G_NATCRT *National Board Certification*	Delete	This question is not appropriate for the 1-year follow-up as it takes at least 5 years to earn.
G_PRVCRT *Certifications from private organizations*	Revise	This question was asked only of certified teachers. In the full-scale survey, we will ask all teachers.
G_PRPCLS *Prepared for classroom management*	Add	We will ask respondents if they feel prepared to "manage the classroom."
G_TCHSB *Subjects taught at school 1 and 2*	Revise	We will make this series of items consistent with fields of certification.
G_NUMCLS *Number of sections/periods taught per day*	Revise	We will include an option for teachers who teach in a "self-contained" classroom.
G_NUMSTD *Number of students taught*	Add	We will ask respondents the number of students they teach per day.

Table 5.1—Adjustments to field test CATI data elements for B&B:2000/01 full-scale CATI student interview—Continued

Data element	Action proposed	Recommendation
G_LFTTCH *Reasons respondent left teaching*	Revise	Add response option 13: 1 = MOVED OR MOVING DUE TO FAMILY/PERSONAL REASONS 2 = PREGNANCY/CHILD REARING 3 = HEALTH REASONS/DISABILITY 4 = TO PURSUE ANOTHER CAREER OUTSIDE OF EDUCATION 5 = TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES IN EDUCATION 6 = TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES OUTSIDE EDUCATION 7 = SCHOOL STAFFING ACTION (E.G., REDUCTION-IN-FORCE, LAYOFF) 8 = NOT INTERESTED IN TEACHING 9 = DISLIKED/DISSATISFIED WITH TEACHING AS A CAREER 10 = NOT WILLING TO PURSUE TRAINING NECESSARY TO TEACH 11 = TO MOVE INTO SCHOOL ADMINISTRATION 12 = LOW PAY **13 = LONG HOURS/WORKLOAD OUTSIDE THE CLASSROOM** 14 = TO MOVE INTO OTHER NON-TEACHING SCHOOL JOB (E.G., COUNSELOR, FULL-TIME) 15 = OTHER
G_PREP *Teacher preparation activities*	Revise	We will ask this question of current teachers who were base-year nonrespondents.
G_NOAPW *Reasons for not applying for a teaching position*	Revise	Add response options 14-18: 1 = NOT INTERESTED IN TEACHING 2 = ALREADY HAD A TEACHING JOB 3 = NEEDED MORE EDUCATION 4 = HAD COURSEWORK BUT NOT READY TO APPLY 5 = JOBS HARD TO GET 6 = DID NOT LIKE STUDENT TEACHING 7 = MORE MONEY IN OTHER JOB OFFER 8 = MORE PRESTIGE IN OTHER JOB OFFER 9 = WANTED OTHER OCCUPATION 10 = LOW PAY 11 = POOR TEACHING CONDITIONS 12 = FAMILY RESPONSIBILITIES/CARING FOR CHILDREN **13 = ALREADY HAS NON-TEACHING JOB** **14 = HAVEN'T TAKEN REQUIRED TEST(S) YET** **15= UNABLE TO PASS REQUIRED TEST(S)** **16 = NOT YET CERTIFIED** 17 = OTHER

Appendix A

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Appendix B

Mailout Materials

Student Information Leaflet 77
Letter to NPSAS Respondents 79
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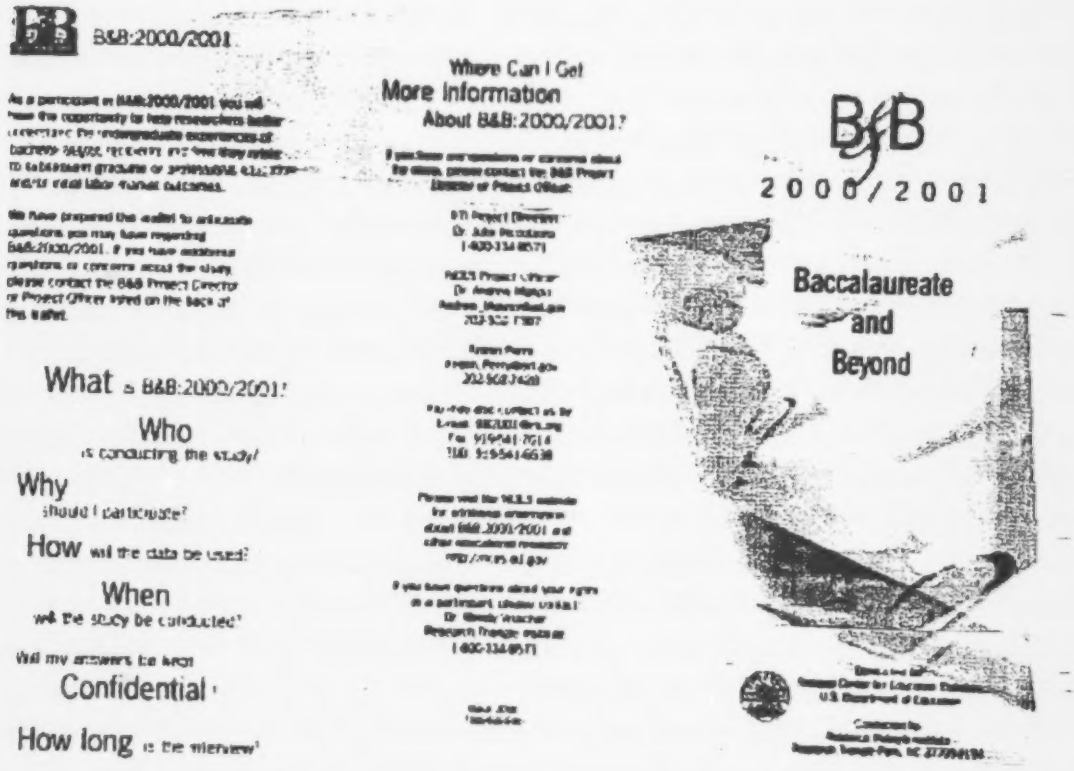
Student Information Leaflet



B&B:2000/2001

What is B&B:2000/2001?

Who is conducting the study?

Why should I participate?

How will the data be used?

When will the study be conducted?

Will my answers be kept Confidential?

How long is the interview?

Where Can I Get More Information About B&B:2000/2001?

B&B 2000/2001

Baccalaureate and Beyond

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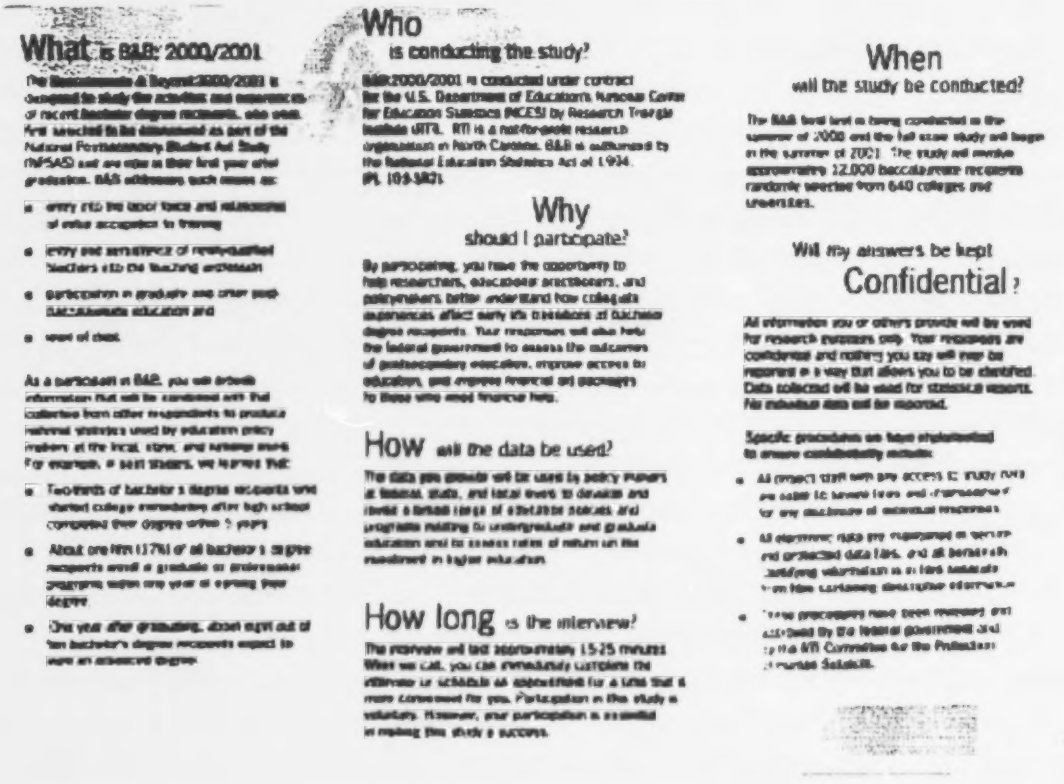
Page 2 leaflet



What is B&B: 2000/2001

The Baccalaureate & Beyond 2000/2001 is designed to study the activities and experiences of recent bachelor's degree recipients, who were first selected to be interviewed as part of the National Postsecondary Student Aid Study (NPSAS) and are now in their first year after graduation. B&B addresses such issues as:

- entry into the labor force and relationship of initial occupation to training
- entry and persistence of newly-qualified teachers into the teaching profession
- participation in graduate and other post-baccalaureate education and
- level of debt.

As a participant in B&B, you will provide information that will be combined with that collected from other respondents to produce national statistics used by education policy makers at the local, state, and national levels. For example, in past studies, we learned that:

- Two-thirds of bachelor's degree recipients who started college immediately after high school completed their degree within 5 years
- About one-fifth (17%) of all bachelor's degree recipients enroll in graduate or professional programs within one year of earning their degree
- One year after graduating, about eight out of ten bachelor's degree recipients expect to earn an advanced degree

Who is conducting the study?

B&B:2000/2001 is conducted under contract for the U.S. Department of Education's National Center for Education Statistics (NCES) by Research Triangle Institute (RTI). RTI is a not-for-profit research organization in North Carolina. B&B is authorized by the National Education Statistics Act of 1994 (P.L. 103-382).

Why should I participate?

By participating, you have the opportunity to help researchers, educational practitioners, and policymakers better understand how college's experiences affect early life transitions of bachelor degree recipients. Your responses will also help the federal government to assess the outcomes of postsecondary education, improve access to education, and improve financial aid packages to those who need financial help.

How will the data be used?

The data you provide will be used by policy makers at federal, state, and local levels to develop and revise a broad range of education statistics and programs relating to undergraduate and graduate education and to assess rates of return on the investment in higher education.

How long is the interview?

The interview will last approximately 15-25 minutes. When we call, you can immediately complete the interview or schedule an appointment for a time that is more convenient for you. Participation in this study is voluntary. However, your participation is essential in making this study a success.

When will the study be conducted?

The B&B field test is being conducted in the summer of 2000 and the full scale study will begin in the summer of 2001. The study will involve approximately 12,000 baccalaureate recipients randomly selected from 640 colleges and universities.

Will my answers be kept Confidential?

All information you or others provide will be used for research purposes only. Your responses are confidential and neither you say will ever be reported in a way that allows you to be identified. Data collected will be used for statistical reports. No individual data will be reported.

Specific procedures we have established to ensure confidentiality include:

- All project staff with any access to study data are [illegible] for any disclosure of individual responses
- All electronic data are maintained on secure and protected data files, and all personally identifying information is [illegible]
- These procedures have been reviewed and approved by the federal government and by the NCES Committee on the Protection of Human Subjects.

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Letter to NPSAS Respondents

<<DATE>>

BB_FT5/«Addr_ID»

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city» «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

You were selected last year to participate in a U.S. Department of Education study of students enrolled during 1998–99 (National Postsecondary Student Aid Study). We are conducting a one-year follow-up study of recent bachelor's degree recipients (Baccalaureate and Beyond) and we need your participation to learn about your transition from college to work or to graduate school.

The study is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina. An interviewer from RTI will call to conduct a telephone interview with you in the near future. The interviewer will ask you about your early career experiences, educational achievements, community activities and level of debt. The interview will take about 15 to 25 minutes.

Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. We need your help in collecting these data. Your participation is voluntary but your responses *are important* to make the results of this study accurate and timely.

Enclosed you will find a leaflet with a brief description of the study, how you were selected, and confidentiality procedures. We would also like your help in updating our records. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information Sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study, please contact Dr. John Riccobono, Project Director, at RTI. The toll free number is 1-800-334-8571. Persons who are hearing or speech impaired may call us (toll free) at 1-919-541-6538 (TTY/TDD).

We sincerely appreciate your assistance and thank you for helping us conduct this important study.

Sincerely,

Gary W. Phillips
Acting Commissioner

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0666.

Letter to NPSAS Nonrespondents

<CASEID>
<NAME> <DATE>
<ADDRESS>
<ADDRESS2>
<CITY>,<STATE> <ZIP>

Dear <NAME>,

Last year, the U.S. Department of Education initiated the 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). The study will build upon the information collected in the National Postsecondary Student Aid Study (NPSAS), for which you were selected to participate not long ago. The follow-up to that study will begin in the coming weeks and I would like to urge your continued participation in this important study. B&B collects information about students who graduated from four-year colleges and universities in the academic year 1998–1999. The study provides data about the early career experiences and educational achievements of bachelor's degree recipients. The results of previous B&B studies have been used by policymakers to better understand how the level of undergraduate education debt affects decisions concerning graduate school, employment, and family formation.

The study is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected.

An interviewer from RTI will call to conduct a telephone interview with you in the near future. The interview will take about 25 minutes to complete, although many interviews will be shorter than that.

Your participation is completely voluntary. However, we do need your help in collecting these data. Your responses ***are important*** to make the results of this study accurate and timely.

Enclosed you will find a leaflet with a brief description of B&B, how you were selected, and confidentiality procedures. We would also like your help in updating our records. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information Sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study, please contact Dr. John Riccobono, Project Director, at RTI. The toll free number is 1-800-334-8571. Persons who are hearing or speech impaired may call us (toll free) at 1-919-541-6538 (TTY/TDD).

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Sincerely,

Gary W. Phillips
Acting Commissioner

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Address Update Sheet
BACCALAUREATE AND BEYOND STUDY
Address Update Information

«CASEID»

Address and Telephone Information

*A. Previously, you provided us with the following address. If not currently correct, **please update** in the space provided.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip»«zip4» «sarea1» «sphone1» BB FT2/«Addr_ID»	Name: Address: Home phone: (____) Work: (____)

☐ Please check here if all information pre-printed in this section is ***currently correct***.
☐ Please check here if ***you do not know*** if this information is currently correct.

B. Please provide us with information on the best times (in your time zone) and dates for us to call.

a. Best time to call (in your time zone): _____:_____ ☐ am ☐ pm *through* _____:_____ ☐ am ☐ pm

b. Which days are best for us to reach you? ☐ Sun ☐ Mon ☐ Tues ☐ Wed ☐ Thur ☐ Fri ☐ Sat

---

C. If you have an electronic mail address that we can use to contact you, please provide it below.

Electronic mail address: _____

Thank you for your assistance and participation. This information is completely confidential.

Please return this page in the enclosed postage-paid envelope.

Spanish Letter
Carta del Gary Phillips Traducción al Español

El año pasado, usted fue seleccionado para participar en un estudio acerca de estudiantes matriculados durante 1998–1999 para el Departamento de Educación de los Estados Unidos (El Estudio Nacional sobre Asistencia Económica para Estudiantes en Escuelas Post-secundarias o en inglés the National Postsecondary Student Aid Study, NPSAS). Estamos realizando un segundo estudio (el estudio Más Allá de los Estudios Universitarios) para ampliar la información recopilada en NPSAS y necesitamos su participación para aprender sobre su transición de la universidad al trabajo o a los estudios graduados.

El estudio se realiza por Research Triangle Institute (RTI) para el Centro Nacional de Estadísticas sobre la Educación (NCES), parte del Departamento de Educación de los Estados Unidos. RTI es una organización de investigación reconocida a nivel nacional que está ubicada en Carolina del Norte. Un entrevistador de RTI lo llamará para realizar una entrevista con usted por teléfono pronto. El entrevistador le preguntará acerca de las primeras experiencias en la carrera, los logros educativos, las actividades comunitarias, y el nivel de deuda. La entrevista durará aproximadamente 15–25 minutos.

Tenga la seguridad en saber que NCES y RTI exigen el mantenimiento de confidencialidad para proteger la privacidad de los participantes en estudios de investigación y la confidencialidad de la información recopilada. Necesitamos su ayuda para recopilar estos datos. Su participación es completamente voluntaria pero sus respuestas ***son imprescindibles*** para asegurar que los resultados de este estudio son precisos.

Adjuntado encuentre un folleto que contiene una descripción breve del estudio, así como la manera en que usted fue seleccionado y el procedimiento de confidencialidad. Además, nos gustaría su ayuda para actualizar nuestros archivos. ***Favor de tomar unos minutos para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección del Domicilio adjuntado y devolverlo a RTI en el sobre sellado adjuntado.*** Si tiene cualquier pregunta acerca del estudio, favor de comunicarse con el director del proyecto, Dr. John Riccobono de RTI. El número telefónico gratuito es 1-800-334-8571. Personas con un impedimento auditivo o de habla pueden llamar al número (gratuito) 1-919-541-6538 (TTY/TDD).

Le agradecemos sinceramente de antemano su asistencia y su ayuda en la realización de este estudio importante.

De acuerdo a la Ley de Reducción de Papeleo de 1995, ningunas personas están requeridas a responder a una encuesta a menos que tenga un número válido de control otorgado por el OMB. El número válido de control otorgado por el OMB para esta recolección de datos es el 1850-0666.

Spanish Address Update Sheet
BACCALAUREATE AND BEYOND STUDY
Formulario para Actualizar la Dirección del Domicilio

«CASEID»

Datos de Dirección y Número de Teléfono

*A. Nos dio anteriormente la siguiente dirección. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado.*

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

«sarea1» «sphone1»

BB FT5/«Addr_ID»

Nombre:

Dirección:

Teléfono particular: (____)
Trabajo: (____)

☐ Favor de marcar aquí si toda la información ya imprimida en esta sección es ***actualmente correcta***.
☐ Favor de marcar aquí si ***no sabe usted*** si toda la información es actualmente correcta.

B. Por favor nos provea con información acerca de la hora más conveniente (en su huso horario) recibir nuestra llamada..

a. La hora más conveniente (en su huso horario): _____:_____ ☐ am ☐ pm *hasta*

_____:_____ ☐ am ☐ pm

b. Los días más convenientes?

☐ Domingo ☐ Lunes ☐ Martes ☐ Miércoles ☐ Jueves ☐ Viernes ☐ Sábado

---

C. Si tiene una dirección de correo electrónico que podemos usar para ponernos en contacto con usted, por favor escribala en el espacio a continuación.

Dirección de correo electrónico:_____

Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial.

Favor de devolver esta página en el sobre sellado adjuntado.

Appendix C

Field Test Data Elements

Field Test Data Elements

Data element
Undergraduate enrollment history
Term and year first began undergraduate education
Name of first undergraduate college attended (on-line coding)
Beginning attendance status (full-time/part-time)
Any remedial or developmental courses required first year
Any advanced placement or credits by examination accepted
Local residence first year (on campus/off campus/with parents)
Number of hours/week worked while enrolled first year
Worked on-campus or off-campus
Did parents pay some or all of the tuition for first year? (y/n)
Received grants or scholarships first year (y/n)
Terms/years enrolled at first college
Received a certificate or associate's degree at first college (y/n)
Number and names of other colleges attended
Number of transfer credits accepted at other colleges
Terms/year attended other colleges
Received a certificate or associate's degree at other colleges (y/n)
Reasons for beginning at 2-year college (financial/academic/personal/location)
Reasons for transfers (financial/academic/personal/location)
Reasons for stopout terms (financial/academic/personal/location)
Reasons for enrollment gaps of 2 or more years (financial/academic/personal/location)
Academic history
Ever withdraw from courses because of academic difficulties (y/n)
Ever receive any incomplete grade (y/n)
Ever repeat a course to obtain a higher grade (y/n)
Receive any type of honors or distinction at graduation (y/n)
Undergraduate student loan debt
Total amount owed on undergraduate student loans
Amount of monthly payments
Parents helping to repay the loans (y/n)
Amount borrowed/owed from family or friends
Current status (at time of interview) — all that apply:
• Working for pay at a full-time or part-time job. • Taking courses toward a graduate or professional degree. • Taking other courses. • Serving in an internship or training program. • Serving on active duty in the armed forces. • Keeping house (full-time homemaker). • Holding a job but on temporary layoff from work or waiting to report to work. • Looking for work. • Traveling. • Volunteering (Peace Corps, VISTA).
Graduate or professional school enrollment
Name of institution attending (on-line coding)
Degree program/field of study (on-line coding)
Reason for choosing this institution (reputation/faculty/location/financial aid/can go part-time)
Full-time or part-time attendance
Received or expect to receive graduate degree/certificate by July (specify)

Field Test Data Elements

Data element
Sources of funds for expenses • Parents • Loans • Assistantships • Fellowships • Waivers • Work • Spouse • Employer
Amount paid for annual tuition (net of fellowships and waivers)
Number of hours worked per week while enrolled
Consider yourself primarily an employee or student
Type of assistantship (teaching/research/federally funded research)
Amount of assistantship
Amount of fellowship
Source of fellowship funds (institution/federal/state/other)
Future education
Taking any courses for credit in undergraduate, vocational, or non-degree programs (y/n)
If yes, reasons for taking these courses • Job skills • Prepare for license or certificate • Earn second BA • Prepare for graduate school
Type of institution offering the courses
Expect to pursue a higher degree (y/n)
Type of degree/field of study expected
When expect to start (next year/2 years/5 years/more than 5)
Reasons for delay: • Needed money to support family or pay for other financial obligations. • Failed to obtain needed financial aid. • Family or personal reasons (other than money). • Failed to meet application deadline. • Not admitted to school of choice. • Want a break from school. • Have/had a good job opportunity, or a military commitment. • Career plans indefinite. • Want or need work experience before attending graduate school.
Reasons for not planning to pursue any higher degree: • Can't afford it. • Can't get financial aid. • Family or personal reasons (other than money). • Failed to meet application deadline (applicable?). • Not admitted to school of choice. • Tired of school/don't like school. • Have/had a good job opportunity, or a military commitment. • Career plans indefinite. • Want or need work experience before attending graduate school.
Lifetime Learning Tax Credit
Are you aware of the Lifelong Learning Tax Credits available (y/n)
Have you used these (y/n)
Do you plan to use them in the next tax filing (y/n)
Has their availability influenced your decision to continue education (y/n)

Field Test Data Elements

Data element
Employment at time of interview
Employed as an elementary/secondary school teacher, or teacher's aide, substitute, (y/n) (if yes, skip to teacher section)
Employed full-time or part-time
Average number of hours per week worked
Prefer to have a full-time job (y/n)
Working for a temporary agency (y/n)
Type of occupation (on-line coding)
Type of duties (specify)
Type of industry (on-line coding)
Type of firm (for-profit/non-profit/government/self-employed)
Size of the company (number of employees)
Salary (indicate per time period)
Receive health and retirement benefits (y/n)
Which of the following best describes your current job? • Continuing in the job I had before graduating • Beginning of a career in this occupation or industry • Job to prepare for graduate school • Temporary job while deciding on graduate school or career direction • Way to support myself while pursuing other interests • Only job I could find • Other, specify
Related to undergraduate major (closely/somewhat/not at all)
Does job have career potential (definite/possible/not much)
Satisfied in job with: (y/n)
• Pay and fringe benefits
• Importance and challenge
• Opportunity for advancement
• Opportunity to use training and education
• Job security
• Opportunity for further training and education
Flexibility of work schedule
Employment status in April
• Working full-time • Working part-time • Looking for work • Enrolled as full-time student • Not looking for work
Job training
Any job-related or professional development training offered (y/n)
Required, encouraged, or on your own?
During working hours (y/n)
At place of work (y/n)
Tuition reimbursement to take courses (y/n)
Purpose of training (for current job/promotion/different job)
Will training lead to certification (y/n)
Current demographics
Household composition: • Living alone. • Living with spouse/partner. • Living with parents. • Living with roommate.
Marital status (never married/married/separated/divorced)
Number of dependents

Field Test Data Elements

Data element
Personal total income for this calendar year
Spouse/partner employed or full-time student
Spouse's/partner's income this calendar year
Spouse's/partner's level of education
Assets and debt
Own a house or condo (y/n)
Monthly mortgage amount
Monthly rent
Own any motor vehicles (y/n)
Monthly auto payments
Balance owed on last month's credit cards
Undergraduate student loan amount owed by spouse/partner
Spouse's/partner's monthly student loan payments
Civic and volunteer activity
Registered to vote (y/n)
Voted in last presidential election (y/n)
Ever voted in any national, state, or local election (y/n)
Perform any community service/volunteer work in last year (y/n)
Identifying prospective teacher pipeline members
(Those who taught, were trained or certified, or were considering teaching)
If ever worked as teacher, teacher's aide, substitute teacher at K-12 level
Types of position held, when first held:
Regular elementary/secondary school teacher (month/year first so employed) • Substitute teacher (month/year first so employed) • If yes, substitute taught to get permanent K-12 job? • Teacher's aide (month/year first so employed) • If yes, worked as teacher's aide to get permanent K-12 job? • Itinerant teacher (month/year first so employed)
Currently certified to teach in any of grades K-12 in any state? • Date first certified (month/year) • Highest type of certification • Fields in which certified • Grade levels at which certified • Completed or completing student teaching or teacher ed. practicum (y/n) • Taken or taking courses toward certification (y/n)
Planning to take an examination for teacher certification or license? (y/n)
Are you currently considering teaching at K-12 level?
Teaching job applications
Applied for teaching jobs since completing degree (y/n) • How many jobs applied for? • Received any offers? • Accepted any offers?
Reasons for rejecting offers: • Received offer after another job was accepted • Pay was not adequate • Job offer too far from home • Job offer in dangerous/difficult school • Offer not in area for which I was qualified • Another job offered more interesting/challenging work

Field Test Data Elements

Data element
Reasons did not apply for teaching position: • Already had teaching job • Not interested in teaching • Needed more education • Had coursework but not ready to apply • Jobs hard to get • Student teaching was discouraging • More money/prestige in other job • Wanted other occupation • Haven't taken/couldn't pass required test or not yet certified • Family responsibilities/caring for children
Teaching experiences
Participated in teacher internship program?
How well did your student teaching or internship experience prepare you for teaching?
How well did your education courses prepare you for teaching?
How well did your academic courses in college prepare you for teaching?
How well prepared do you feel to integrate educational technology into the grade or subjects that you teach (very well/moderately well/somewhat/not at all prepared)
How many K-12 teaching jobs (not including teacher's aide or substitute teaching jobs) have you held?
For first and last/current K-12 teaching jobs (not substitute or teacher's aide jobs): • Start and end date • Sector and level of school • Whether participated in formal induction program (first job only) • Grades taught • Subject areas taught • Team taught? • Number of classes/groups taught per day? • Prepared to teach subjects taught? • Comparability of workload with other teachers in school (first job only) • School's effectiveness in assisting new teachers with: (first job only) • Student discipline • Instructional methods • Curriculum • Adjusting to school environment • Taught full/part-time? • Academic year base salary
Satisfaction with aspects of teaching: • Student motivation to learn • School learning environment • Student discipline and behavior • Class size • Support from parents • Esteem of society for teaching profession • Support from school administration

Appendix D

Facsimile Instruments

CATI Facsimile Questionnaire.....93
Abbreviated Facsimile Instrument 153
Reinterview Facsimile Instrument.....163

Note: The instruments in Appendix D are included here as they were administered in the field test, without the changes suggested for the full-scale study.

>A_BANPS<

Were you awarded a bachelor's degree from [fill Y_NPSCHL] at anytime between July 1, 1998 and August 31, 1999?

1 = YES
2 = NO

[If @banps equals 1, go to A_DGN]
[Else, go to A_BAOTH]

>A_DGN<

When did you complete your degree?

MONTH (1-12): @dgnmm
YEAR (1998-1999): @dgnyy

[If A_BANPS@BANPS equals 1 and @DGNMM is greater than or equal to 7, and @DGNYY 1998 or @DGNMM is less than 9 and @DGNYY equals 1999, then A_BBELG=1. Go to A_END]

[If A_BBELG is not equal to 1 go to A_BAOTH]

>A_BAOTH<

Were you awarded a bachelor's degree by any other school at anytime between July 1, 1998 and August 31, 1999?

1 = YES
2 = NO

[If A_BAOTH equals 1, go to A_SCHUX]
[Else, go to A_BYE]

>A_SCHUX<

Where did you earn your bachelor's degree?

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

[If A_SCHUX equals 2, go to A_SEND]

>A_DGO<

When did you complete your degree?

MONTH (1-12):
YEAR (1998-1999):

[If A_BAOTH equals 1 and @DGOMM is greater than or equal to 7, and @DGOYY 1998 or @DGOMM is less than 9 and @DGOYY equals 1999, then A_BBELG=1.]

[If A_BBELG equals 1, go to A_ELIG]
[Else go to A_BYE]

>A_ELIG<

Did you attend [fill Y_NPSCHL] at anytime between July 1, 1998 and June 30, 1999?

IF NO, PROBE TO SEE IF RESPONDENT WAS ENROLLED AND LEFT

1 = YES
2 = NO
3 = DROPPED OUT

[If A_ELIG equals -1, -2, or 2, go to A_EVREN]
[If A_ELIG equals 3, go to A_DRP]
[Else go to A_DEGN]

>A_DRP<

When did you leave [fill Y_NPSCHL]?

MONTH (1-12):
YEAR (1998-1999) :

[Go to A_DRPREF]

>A_DRPREF<

Did you receive a full refund of your tuition when you left?

1 = YES
2 = NO

[If A_DRPREF equals 2, go to A_DEGN]
[Else go to A_BYE]

>A_DEGN<

What degree or certificate were you working on while you attended [fill Y_NPSCHL] during the 1998-99 school year?

1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS, AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
4 = UNDERGRAD SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
8 = GRADUATE SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)

[If A_DEGN equals -1, -2, 4, or 8, go to A_ELCRD]
[Else go to A_END]

>A_ELCRD<

At [fill Y_NPSCHL], were you enrolled in a course for credit that could
be transferred to another school?

1 = YES
2 = NO

[If A_ELCRD equals 1, go to A_END]
[Else go to A_BYE]

>A_EVREN<

Have you ever attended [fill Y_NPSCHL]?

1 = YES
2 = NO

[If A_EVREN equals 1,2,-1, or -2, go to A_WHYSM]

>A_WHYSM<

Do you know why my information shows that you attended between July 1, 1998 and June 30, 1999?

SPECIFY:

[Go to A_BYE]

>A_BYE<

Based on the information you've given me, it seems you may not be eligible for this survey. After checking with my supervisor, I may need to call you back.

Thank you for your time.

>A_END<

>B_INTRO<

[if Y_S1NAME ne <>]
I'd like to ask you some questions about your college education, prior to your senior year at [fill A_BACHSC].

When we talked to you in 1999, you said that you first started college at [fill Y_S1NAME].

>B_SCHUX1<

[if Y_S1NAME = <>]

To begin with, could you tell me where you enrolled when you first started your college education (after high school).

DO NOT ENTER DUPLICATES; SCHOOLS WE KNOW ABOUT SO FAR ARE:

IF NOT ONE OF THE SCHOOL(S) LISTED, CODE THE SCHOOL NAME IN THE USER EXIT.

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>B_S1CHK<

[If B_IPDS1 is not equal to Y_NPIPDS, A_BACHID, Y_OT1IPD, Y_OT2IPD, and Y_OT3IPD, go to B_SCH1ST]

INTERVIEWER: THIS SCHOOL HAS ALREADY BEEN LISTED:

[fill B_SCH1]

DUPLICATES ARE NOT ALLOWED.

>B_SCH1YY<

In what year did you first enroll at [fill B_FSTPSE]?

YYYY (1950-1998):

[Go to B_SCH1ST]

>B_SCH1ST<

When you first enrolled at [fill B_FSTPSE] were you a full-time or part-time student?

1 = FULL-TIME ONLY
2 = PART-TIME ONLY
3 = MIXED FULL-TIME/PART-TIME

[Go to B_AP]

>B_AP<

When you first enrolled, did you have any advanced placement credits that were accepted by [fill B_FSTPSE]?

1 = YES
2 = NO

[Go to B_REM1]

>B_REM1<

During your first year, were you required to take any remedial or developmental courses?

1 = YES
2 = NO

[Go to B_RES1]

>B_RES1<

Again, during your first year at [fill B_FSTPSE], did you live...

IF MORE THAN ONE RESIDENCE, GIVE THE PLACE LIVED THE LONGEST.

1 = On-campus in school-owned housing,
2 = Off-campus in school-owned housing,
3 = In a fraternity or sorority house,
4 = In an apartment or other house other than with parents or guardians,
5 = With your parents or guardians
6 = With other relatives, or
7 = Someplace else?

[Go to B_JOBN1]

>B_JOBN1<

How many jobs did you have for pay during your first year of college?

RANGE (0-9):

<0,-1,-2> [go to B_PARTU1]
[Else go to B_HOURS1]

>B_HOURS1<

About how many hours did you typically work per week while you were going to school(during your first year)?

RANGE (1-80):

[If B_HOURS1 equals 1-59,-1, or -2, go to B_ONOFF1]

>B_HRSV1<

You worked [fill B_HOURS1@hours] hours per week while you were going to school?

1 = YES
2 = NO

[If B_HRSV1 equals 2, go to B_HOURS1]

>B_ONOFF1<

Was your job \Were your jobs located primarily on- or off-campus?

1 = ON-CAMPUS
2 = OFF-CAMPUS
3 = BOTH ON- AND OFF-CAMPUS.

[Go to B_PARTU1]

>B_PARTU1<

Did your parents or relatives pay for any of your tuition for your first year in college?

1 = YES
2 = NO

[Go to B_GRANT1]

>B_GRANT1<

Did you receive any grants or scholarships to help pay for your tuition and other education expenses during your first year?

1 = YES
2 = NO

[Go to b_deg1]

>B_DEG1<

While you were enrolled at [fill B_FSTPSE], did you earn an associate's degree or a certificate\ in addition to your bachelor's degree?

1 = YES
2 = NO

[Go to B_OTHSCH]

>B_OTHSCH<

Other than [fill A_BACHSC] \

Other than:
[fill B_FSTPSE] and
[fill A_BACHSC]

have you attended or are you attending any other colleges or postsecondary schools since you graduated from high school?

Please include graduate and professional schools.

1 = YES
2 = NO

[If B_OTHSCH equals 2,-1, or -2, go to B_NUMSCH]

>B_SCHUX2/3/4/5/6<

What other schools have you attended?

DO NOT ENTER DUPLICATES. SCHOOLS WE KNOW ABOUT ARE:

0 = NO OTHER SCHOOLS

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

[If B_SCHUX2 equals 0, go to B_NUMSCH]

[If @schux2 equals 2 go to B_S2END]

>B_ENROLL<

[If B_NUMSCH equals 1 and A_BACHID is not equal to 0, go to B_TRNSFR]

Now I need to ask you some questions about the dates of your enrollment at the schools you've told me about...

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

>B_TRNSFR<

Since you started college, you've enrolled at more than one school. When you changed schools, did you attempt to transfer any credits?

1 = YES
2 = NO

[If B_TRNSFR equals 2,-1, or -2, go to B_RSNOT]

>B_TRNCRD<

Were all, some, or none of those credits accepted?

0 = NONE
1 = SOME
2 = ALL

[Go to B_LFTTR]

>B_LFTTR<

Why did you enroll at [fill A_BACHSC]?

ENTER 0 FOR NO MORE

1 = LEARN JOB SKILLS
2 = EARN DEGREE OR CERTIFICATE
3 = OFFERED DESIRED PROGRAM/COURSEWORK
4 = PREPARE FOR TRANSFER TO ANOTHER SCHOOL
5 = PERSONAL ENRICHMENT
6 = BETTER LOCATION THAN PREVIOUS SCHOOL
7 = FINANCIAL REASONS
8 = OTHER

[If B_LFTTR1/2/3 equals 8, go to B_LFTTRS]
[If B_LFTTR@lfttr1/2 is less than or equal to 0, go to B_RSNOT]

>B_LFTTRS<

SPECIFY OTHER REASON FOR ENROLLING.

>B_RSNOT<

According to the information you just gave me, you've attended more than one school at the same time. Could you tell me why you decided to enroll at more than one school?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NONE, OR NO MORE.

1 = GET DONE SOONER
2 = TAKE EASIER CLASSES/FULFILL REQUIREMENTS
3 = BETTER CLASS SCHEDULE AT OTHER SCHOOL
4 = PREPARING TO TRANSFER TO/TRYING OUT ANOTHER SCHOOL
5 = TRYING PROGRAM/MAJOR NOT AVAILABLE AT CURRENT SCHOOL
6 = PARTICIPATED IN CONSORTIUM/TOOK CLASSES AT BRANCH CAMPUS
7 = TAKING EXTRA CLASSES NOT RELATED TO MY PROGRAM (PERSONAL ENRICHMENT)
8 = FINANCIAL REASONS
9 = OTHER

[If b_rsnot1/2/3 equals 9, go to B_RSNOTS]
[If B_RSNOT is less than or equal to 0, go to B_STPRS]

>B_RSNOTS<

SPECIFY OTHER REASON FOR ENROLLING.

[If B_RSNOT@rsnot1 equals 9 go to B_RSNOT@rsnot2]
[if B_RSNOT@rsnot2 equals 9 go to B_RSNOT@rsnot3]

>B_STPRS<

[If B_GAP2YR is not equal to 1, go to B_2_YR]

According to the information you've given me, you took at least two years off from school. Why did you decide to take a break from school?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NONE, OR NO MORE.

1 = ACADEMIC PROBLEMS
2 = CLASSES NOT AVAILABLE/SCHEDULING
NOT CONVENIENT
3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY
4 = DECIDING ON A DIFFERENT PROGRAM OF STUDY
5 = TAKING TIME OFF FROM STUDIES
6 = PARTICIPATED IN CO-OP/INTERNSHIP PROGRAM
7 = CONFLICTS WITH JOB/MILITARY
8 = NEEDED TO WORK
9 = OTHER FINANCIAL REASONS
10 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)
11 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS
12 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)
13 = OTHER

[If @stprs1 equals 13, go to B_STPRSS]
[If B_STPRS@stprs1/2 is less than or equal to 0, go to B_2_YR]

>B_STPRSS<

SPECIFY OTHER REASON FOR ENROLLING.

>B_2_YR<

[If B_LEV1 is not equal to 2, go to B_ACAD]

Why did you decide to enroll at [fill B_FSTPSE]?

COLLECT UP TO TWO RESPONSES. ENTER 0 FOR NO MORE.

1 = COULDN'T AFFORD TUITION ELSEWHERE
2 = CHEAPER TO EARN CREDITS
3 = DIDN'T HAVE GRADES FOR 4-YR SCHOOL
4 = INTENDED TO OBTAIN ASSOCIATE'S DEGREE
5 = CLOSER TO HOME
6 = OTHER SPECIFY

[If B_2_YR equals 6, go to B_2_YRSP]
[If B_2_YR is less than or equal to 0, go to B_ACAD]

>B_2_YRSP<

SPECIFY OTHER REASON FOR ENROLLING.

>B_ACAD<

While you were in college...

ENTER 1 = YES, 2 = NO

Did you ever have to withdraw from a course because you were failing it? .....**@fail**

Did you ever receive an incomplete grade in a course? .....**@incomp**

Did you ever repeat a course to earn a higher grade? .....**@repeat**

When you graduated from [fill A_BACHSC], did you receive any type of academic honors? ..... **@honors**

>B_END<

NOTE: All the original Section C items were moved to other sections. To avoid introducing confusion into the CATI programming, however, the remaining sections have not been relettered.

>D_INTRO<

Now I'd like to ask you some questions about your background and current status.

>D_CITZN<

Are you a U. S. citizen?

1 = YES - US CITIZEN OR US NATIONAL
2 = NO - RESIDENT ALIEN - PERMANENT RESIDENT OR OTHER ELIGIBLE NON-CITIZEN TEMPORARY RESIDENT'S CARD
3 = NO - STUDENT VISA - IN THE COUNTRY ON AN F1 OR F2 VISA OR ON A J1 OR J2 EXCHANGE VISITOR VISA

[If Y_USCIT equals 1, go to D_STATE]

>D_STATE<

What is your state of legal residence?

<AL> Alabama <AK> Alaska
<AZ> Arizona <AR> Arkansas
<CA> California <CO> Colorado
<CT> Connecticut <DE> Delaware
<FL> Florida <GA> Georgia
<HI> Hawaii <ID> Idaho
<IL> Illinois <IN> Indiana
<IA> Iowa <KS> Kansas
<KY> Kentucky <LA> Louisiana
<ME> Maine <MD> Maryland
<MA> Massachusetts <MI> Michigan
<MN> Minnesota <MS> Mississippi
<MO> Missouri <MT> Montana
<NE> Nebraska <NV> Nevada
<NH> New Hampshire <NJ> New Jersey
<NM> New Mexico <NY> New York
<NC> North Carolina <ND> North Dakota
<OH> Ohio <OK> Oklahoma
<OR> Oregon <PA> Pennsylvania
<RI> Rhode Island
<SC> South Carolina
<SD> South Dakota <TN> Tennessee
<TX> Texas <UT> Utah
<VT> Vermont <VA> Virginia
<WA> Washington <WV> West virginia
<WI> Wisconsin <WY> Wyoming
<DC> District of Columbia
<AS> American Samoa <GU> Guam
<FM> Fed St of Micronesia
<MH> Marshall Islands
<MP> North Mariana Island
<PW> Palau Island <PR> Puerto Rico
<VI> Virgin Islands <CN> Canada
<MX> Mexico
<FC> Foreign Country Code
<DK> Don't know <RE> Refused
<NA> Not Available @state

[If D_STATE equals -1 or -2, go to D_MILIT]

>D_STCHK<

INTERVIEWER: YOU ENTERED THE STATE CODE FOR [FILL D_L_STAT]. IS THIS CORRECT?

1 = YES
2 = NO

[If D_STCHK equals 1, go to D_MILIT]
[Else go to D_STATE]

>D_MILIT<

[If D_CITZN is not equal to 1, go to D_COMSRV]

Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

0 = NO
1 = VETERAN
2 = ACTIVE DUTY
3 = RESERVES

[Go to D_VOTE]

>D_VOTE<

[If D_CITZN is not equal to 1 go to D_COMSRV]

Are you registered to vote in US elections?

1 = YES
2 = NO

[If D_VOTE equals 1, go to D_VTPRS]
[If D_VOTE equals 2,-1, or -2, go to D_COMSRV]

>D_VTPRS<

[If D_STATE equals PR (Puerto Rico) go to D_COMSRV]

Do you intend to vote in the upcoming presidential election?

1 = YES
2 = NO

>D_COMSRV<

In the past year, have you participated in any community service or volunteer work?

INTERVIEWER: EXCLUDE COURT-ORDERED SERVICE.

1 = YES
2 = NO

[If D_COMSRV equals 1, go to VLTYP]
[If D_COMSRV equals 2,-1, or -2, go to D_MAR]

>D_VLTYP<

(What was the community service or volunteer work that you did?)
What did you do?
COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = TUTORING, OTHER EDUCATION-RELATED WITH KIDS
2 = OTHER WORK WITH KIDS (COACHING, SPORTS, BIG BROTHER/SISTER ETC.)
3 = FUNDRAISING (NOT POLITICAL)
4 = FUNDRAISING (POLITICAL)
5 = HOMELESS SHELTER/SOUP KITCHEN
6 = TELEPHONE CRISIS CENTER/RAPE CRISIS/INTERVENTION
7 = NEIGHBORHOOD IMPROVEMENT/CLEAN-UP/HABITAT FOR HUMANITY
8 = HEALTH SERVICES/HOSPITAL, NURSING HOME, GROUP HOME
9 = ADULT LITERACY PROJECT
10 = SERVICE TO THE CHURCH
11 = VOLUNTEER FIRE/EMT
12 = OTHER

[If D_VLTYP1/2/3 equals 12, go to D_VLTYPS]
[If D_VLTYP1/2 is less than or equal to 0, go to D_VLGRAD]
[If D_VLTYP is less than or equal to 0, and D_VLTYP@vltyp1 is not equal to 12, go to D_VLGRAD]

>D_VLTYPS<

SPECIFY TYPE OF VOLUNTEER WORK:

>D_VLGRAD<

Was your volunteer work required for graduation?

1 = YES
2 = NO

[Go to D_VLHRS]

>D_VLHRS<

On average, how many hours per month did you volunteer?

F5 = ONE TIME EVENT

RANGE (1-160):

[If D_VLHRS are greater than 120 go to D_VLFULL]
[Else go to D_MAR]

>D_VLFULL<

Were you volunteering full-time without pay for a religious organization, or some other type of organization such as the Peace Corps, VISTA, or AmeriCorps?

1 = YES - VOLUNTEER ORGANIZATION
2 = YES - RELIGIOUS ORGANIZATION
3 = NO - R WAS NOT VOLUNTEERING FULL-TIME

[Go to D_MAR]

>D_MAR<

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE IF RESPONDENT WAS EVER MARRIED.

1 = Single, never married
2 = Married
3 = Separated
4 = Divorced or
5 = Widowed

[If D_MAR equals 1,-1, or -2, go to D_HSHLD]
[If D_MAR equals 2-5, go to D_MARDT]

>D_MARDT<

In what month and year were you [fill marital status]?

MONTH (1-12):
YEAR (1930-2000):

[Go to D_HSHLD]

>D_HSHLD<

[If D_MAR equals 2 go to D_DEPS]

Now I'd like to ask you some questions about your household. Who are you currently living with?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE. WE DON'T NEED NAMES OF HOUSEHOLD MEMBERS, JUST THEIR RELATIONSHIP TO THE RESPONDENT.

1 = LIVE ALONE
2 = A PARTNER
3 = PARENTS/OTHER RELATIVES
4 = ROOMMATE/FRIEND (NOT PARTNER)
5 = CHILDREN/DEPENDENTS

[If D_HSHLD1/2/3 is less than or equal to 0, go to D_DEPS]
[If D_HSHLD1/2/3 equals 1, go to D_DEPS]
[If D_HSHLD is less than or equal to 0, go to D_DEPS]

>D_DEPS<

Do you have any children that you [If D_MAR equals 2] and your spouse support financially?

1 = YES
2 = NO

[If D_DEPS equals 1, go to D_DAGE]
[If D_DEPS equals 2,-1, or -2, go to D_EMP99]

>D_DAGE<

How many of those children are...

Under 5? (0-9)
Aged 5 to 16? (0-9)
Over 16? (0-9)

[If D_DAGE1/2/3 equals 0, go to D_DEPCHK]
[Else go to D_EMP99]

>D_DEPCHK<

Let me make sure I entered that correctly. Do you have children that you (and your spouse) support financially?

1 = YES
2 = NO

[If D_DEPCHK equals 1, go to D_DAGE]

>D_EMP99<

Now I'd like to ask you a few questions about your employment in 1999. Did you work for pay in (calendar year) 1999?

1 = YES
2 = NO

[If D_EMP99 equals 1, go to D_INC99]
[If D_EMP99 equals 2,-1, or -2, go to D_SPSEMP]

>D_INC99<

How much did you earn from work in 1999?

RANGE ($1 - $3,000,000):

[If D_INC99 is greater than 100,000, go to D_INC99V]
[Else go to D_SPSEMP]

>D_INC99V<

Let me verify that amount. Your income for 1999 was: $[fill D_INC99]. Is that correct?

1 = YES
2 = NO

[If D_INC99V equals 2, go to D_INCS99]
[If D_INC99V equals 1,-1, or -2, go to D_SPSEMP]

>D_SPSEMP<

[If D_MAR is not equal to 2 go to D_CAR]

Did your spouse work for pay in (calendar year) 1999?

1 = YES
2 = NO

[If D_SPSEMP equals 1, go to D_INCS99]
[If D_SPSEMP equals 2,-1, or -2, go to D_SPSED]

>D_INCS99<

How much did your spouse earn from work in 1999?

RANGE ($1 - $3,000,000):

[If D_INCS99 is greater than 100,000 go to D_INS99V]
[Else go to D_SPSED]

>D_INS99V<

Let me verify that amount. Your spouse's income for 1999 was: $[fill D_INCS99]

Is that correct?

1 = YES
2 = NO

[If D_INS99V equals 2, go to D_INCS99]
[If D_INS99V equals 1,-1, or -2, go to D_SPSED]

>D_SPSED<

[If D_MAR is not equal to 2 go to D_CAR]

What is the highest level of education your spouse has completed?

1 = DID NOT COMPLETE HIGH SCHOOL
2 = HIGH SCHOOL DIPLOMA OR EQUIVALENT
3 = VOCATIONAL/TECHNICAL TRAINING
4 = LESS THAN 2 YEARS OF COLLEGE
5 = TWO OR MORE YEARS OF COLLEGE/ASSOCIATE'S DEGREE
6 = BACHELOR'S DEGREE
7 = MASTER'S DEGREE OR EQUIVALENT
8 = MD, LLB, JD OR OTHER ADVANCED DEGREE
9 = PHD OR EQUIVALENT

>D_SPED99<

Was your spouse enrolled in college or graduate school during the 99-2000 school year?

IF YES, PROBE TO FIND OUT IF FULL-TIME OR PART-TIME

0 = NO
1 = YES, FULL-TIME
2 = YES, PART-TIME
3 = YES, MIXED ENROLLMENT

>D_SPAID<

[If D_SPSED is less than 3 or D_MAR is not equal to 2, go to D_CAR]

Did your spouse ever receive any student loans to help pay for his/her undergraduate education?

1 = YES
2 = NO

[If D_SPAID equals 1, go to D_SPRPY]
[If D_SPAID equals 2,-1,or -2, go to D_CAR]

>D_SPRPY<

Is your spouse currently repaying his/her student loans?

1 = YES
2 = NO

[If D_SPRPY equals 1, go to D_SPAMT]
[If D_SPRPY equals 2,-1, or -2, go to D_CAR]

>D_SPAMT<

What is your spouse's monthly student loan payment?

RANGE: ($25 - $600):

>D_CAR<

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

1 = YES
2 = NO

[If D_CAR equals 1, go to D_CARPMT]
[If D_CAR equals 2,-1, or -2, go to D_HOME]

>D_CARPMT<

How much do you pay for your auto loan or lease each month?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

RANGE ($100 - $4,999):

>D_HOME<

Do you own your home or are you paying rent?

0 = NEITHER OWNS HOME NOR PAYS RENT
1 = OWNS HOME
2 = PAYS RENT

[If D_HOME equals 1, go to D_MTGAMT]
[If D_HOME equals 0,2,-1, or -2, go to D_CREDIT]

>D_MTGAMT<

How much is your monthly mortgage payment?

RANGE ($0 - $9,999):

>D_CREDIT<

Do you have credit cards in your own name that are billed to you?

1 = YES
2 = NO

[If D_CREDIT equals 1, go to D_NUMCRD]
[If D_CREDIT equals 2,-1, or -2, go to D_END]

>D_NUMCRD<

How many credit cards do you have in your own name?

1 = ONE OR TWO
2 = THREE OR MORE

>D_PAYOFF<

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

1 = PAY OFF BALANCES
2 = CARRY BALANCES

[If D_PAYOFF equals 2, go to D_CRDBAL]
[If D_PAYOFF equals 1,-1,or -2, go to D_END]

>D_CRDBAL<

What was the balance due on all cards according to your last statement?

RANGE: ($10 - $125,000)

[If D_CRDBAL is greater than or equal to 25,000 go to D_BALVER]
[Else go to D_END]

>D_BALVER<

Let me make sure I entered that correctly. Your balance due on all credit accounts is $[fill D_CRDBAL]. Is that correct?

1 = YES
2 = NO

[If D_BALVER equals 2, go to D_CRDBAL]
[If D_BALVER equals 1,-1, or -2, go to D_END]

>D_END<

>E_GRDENR<

Now I'd like to ask you some questions about your activities since you graduated from [fill A_BACHSC].

Are you currently enrolled in a graduate or professional program?

1 = YES
2 = NO

[If E_GRDENR equals 1, go to E_TFILST]

>E_OTHENR<

Are you currently taking any courses for credit in undergraduate, vocational, or non-degree programs?

1 = YES
2 = NO

[If E_OTHENR equals 2,-1, or -2, go to E_APPLY]

>E_PBARSN<

Why are you taking classes?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = PREPARE FOR GRADUATE SCHOOL
2 = PREPARE FOR LICENSING EXAM
3 = QUALIFY FOR A PROMOTION
4 = CHANGE CAREER/TRAIN FOR NEW JOB
5 = BECOME BETTER QUALIFIED FOR CURRENT JOB
6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT
7 = OTHER - SPECIFY

[If E_PBARSN1/2/3 is less than or equal to 0, go to E_PBAAPP]
[If E_PBARSN1/2/3 equals 7, go to E_PBARSS]

>E_PBARSS<

SPECIFY REASON FOR ENROLLMENT

>E_PBAAPP<

[If Y_CPSMAT equals 1 go to E_PBAAID]

Did you apply for financial aid for 1999-2000?

1 = YES
2 = NO

[If E_PBAAPP equals 2, go to EPBANOA]
[If E_PBAAPP equals 1,-1, or -2, go to E_PBAAID]

>E_PBANOA<

Why didn't you apply for financial aid?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = STUDENT/FAMILY COULD PAY
2 = NOT WILLING TO GO INTO DEBT
3 = FAMILY INCOME TOO HIGH
4 = GRADES/TEST SCORES TOO LOW TO QUALIFY
5 = AID APPLICATION PROCESS TOO DIFFICULT
6 = UNWILLING TO DISCLOSE FINANCIAL SITUATION
7 = PART-TIME STUDENT - INELIGIBLE FOR AID
8 = FOREIGN STUDENT - INELIGIBLE FOR AID
9 = NO AID WAS AVAILABLE
10 = MISSED APPLICATION DEADLINE
11 = OTHER - SPECIFY

[If E_PBANOA1/2/3 is less than or equal to 0, go to E_APPLY]
[If E_PBANOA1/2/3 equals 11, go to E_PBANOS]
[If E_PBANOA is less than or equal to 0, go to E_APPLY]
[If E_PBANOA is less than or equal to 0 and E_PBANOA is not equal to 11, go to E_APPLY]
[If E_PBANOA is less than or equal to 0 and E_PBANOA is not equal to 11, go to E_APPLY]

>E_PBANOS<

SPECIFY REASON FOR NOT APPLYING FOR FINANCIAL AID

>E_PBAAID<

ENTER 1 = YES, 2 = NO

For the 1999-2000 school year have you...

received student loans?..... **@stloan**
received grants or scholarships?..... **@grant**
received a tuition waiver?... **@waiver**
worked while enrolled?..... **@work**
been reimbursed for your tuition by your employer?..... **@reimbrs**
received money from your parents/guardians?..... **@parents**
received money from your spouse?..... **@spouse**
received funding from any other source?..... **@other**

[If E_OTHER equals 1, go to E_PBAIDS]
[else go to E_APPLY]

>E_PBAIDS<

SPECIFY OTHER SOURCE OF FUNDING

>E_APPLY<

Are you applying for or do you expect to apply for graduate school for the 2000-2001 school year?

1 = YES
2 = NO

[If E_APPLY equals 1 go to E_ENROLL]

>E_FUTENR<

Do you expect to enroll in a degree program in the next 10 years?

1 = YES
2 = NO

[If E_FUTENR equals 2,-1, or -2, go to E_TFILST]

>E_BEGGRD<

When do you expect to enroll in a graduate program?

YEAR (2001-2010):

INTERVIEWER: F5 IF NOT EXACTLY SURE

[If E_BEGGRD equals -5, or -1 go to E_BEGGR2]
[If E_BEGGRD equals -2,2001-2010 go to E_TFILST]

>E_BEGGR2<

Do you expect to be enrolled...

1 = in 2 years (2001-2002 ACADEMIC YEAR)
2 = in 3 to 5 years (2002-2005) or
3 = in more than 5 years?

[Go to E_ENROLL]

>E_ENROLL<

[If E_GRDENR and E_OTHENR are not equal to 1 and E_FUTENR equals 1, -1, or -2 go to E_DELAY]
[If E_GRDENR and E_OTHENR are not equal to 1 and E_FUTENR equals 2, go to E_NOGRAD]
[If E_APPLY is not equal to 1 go to E_GRDSCH]

I'd like to learn more about your graduate school plans.

Where do you plan to enroll?

1 = ENTER USEREXIT

[If E_S1UXST is not equal to 1, go to E_S1UXST]
[If E_ENROLL equals 2, go to E_S1END]

>E_GRDSCH<

[If E_APPLY equals 1 go to E_DEGTYP]

[If E_GRDENR equals 1]
I'd like to learn more about your graduate school enrollment.

Where are you currently enrolled?

INTERVIEWER: IF ON SUMMER BREAK, COLLECT INFO ABOUT SPRING 2000 TERM.

[If E_GRDSCH equals 1-11 go to E_DEGTYP]

>E_DEGTYP<

[If E_OTHENR equals 1 and (E_FUTENR equals 1, -1, -2 go to E_GRDRSN]
[If E_OTHENR equals 1 and E_FUTENR equals 2, go to E_NOGRAD]

What degree do you intend to pursue?

What degree are you working toward?

MASTER'S
1 = BUSINESS ADMIN (MBA)
2 = SCIENCE (MS)
3 = ARTS (MA)
4 = EDUCATION (M.ED)
5 = PUBLIC ADMIN (MPA)
6 = LIBRARY SCIENCE(MLS)
7 = PUBLIC HEALTH (MPH)
8 = FINE ARTS (MFA)
9 = APPLIED ARTS (MAA)
10 = TEACHING (MAT)
11 = DIVINITY (M.DIV)
12 = SOCIAL WORK (MSW)
13 = LANDSCAPE ARCHITECT
14 = PROFESSIONAL MGMT
15 = OTHER MASTER'S

DOCTOR
16 = PHILOSOPHY (PHD)
17 = EDUCATION (ED.D)
18 = THEOLOGY (THD)
19 = BUSINESS ADMIN (DBA)
20 = ENGINEERING (D.ENG)
21 = FINE ARTS (DFA)
22 = PUBLIC ADMIN (DPA)
23 = SCIENCE (DSC/SCD)
24 = PSYCHOLOGY (PSYD)
25 = OTHER DOCTORAL DEGREE

FIRST PROFESSIONAL
26 = CHIROPRACTIC (DC OR DCM)
27 = DENTISTRY (DDS OR DMD)
28 = MEDICINE (MD)
29 = OPTOMETRY (OD)
30 = OSTEOPATHIC MEDICINE (DO)
31 = PHARMACY (PHARM.D)
32 = PODIATRY (DPM OR POD. D)
33 = VETERINARY MEDICINE (DVM)
34 = LAW (LLB OR JD)
35 = THEOLOGY (M.DIV, MHL, BD)

[If E_DEGTYP equals 1 or (E_DEGTYP is greater than or equal to 5 and E_DEGTYP is less than or equal to 7)go to E_GRDRSN]

[If (E_DEGTYP is greater than or equal to 12 and E_DEGTYP is less than or equal to 13) or (E_DEGTYP is greater then or equal to 18 and E_DEGTYP is less than or equal to 19) go to E_GRDRSN]

[If (E_DEGTYP is greater than or equal to 22 and E_DEGTYP is less than or equal to 24) or (E_DEGTYP greater than or equal 26 and E_DEGTYP less than or equal to 35)go to E_GRDRSN]

>E_PROGRM<

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What do you plan to study?

What is your program or field of study?

CODE FIELD OF STUDY IN THE USER EXIT.

F5 = DOUBLE MAJOR

[If E_PROGRM equals -1 or -2 go to E_MAJEND]
[If E_PROGRM equals DOUBLEMAJOR go to E_DBLMJ]
[else go to E_MAJUX]

>E_DBLM<

[If E_DBLMJ equals 2 go to E_MAJUX]

What is your intended major or program of study?

What is your primary major or program of study?

What is your intended secondary major?

What is your secondary major?

[If E_DBLM equals -1 or -2 go to E_MAJEND]

>E_MAJUX<

Major string: [fill E_PROGRM]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING SCREENS OF THE USEREXIT.

1 = ENTER THE USEREXIT

>E_GRDRSN<

[If E_GRDENR is not equal to 1, go to E_DELAY]

Why did you choose [fill E_GRADSC]?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE

1 = REPUTATION
2 = FACULTY
3 = LOCATION
4 = FINANCIAL AID
5 = ALLOWS PART-TIME ATTENDANCE
6 = OTHER - SPECIFY

[If E_GRDRSN equals 6, go to E_GRDRSS]

[If E_GRDRSN is less than or equal to 0, go to E_GRDST]

[If E_GRDRSN is less than or equal to 0 and E_GRDRSN is not equal to 6 go to E_GRDST]

[If E_GRDRSN@grdrsn3 is less than or equal to 0 and E_GRDRSN@grdrsn1/2 is not equal to 6 go to E_GRDST]

>E_GRDRSS<

SPECIFY REASON FOR CHOOSING
[fill E_GRADSC]

>E_GRDST<

Have you been enrolled mainly as a full-time or part-time student?

1 = MOSTLY FULL-TIME
2 = MOSTLY PART-TIME
3 = MIX OF FULL- AND PART-TIME

[Go to E_GREXP]

>E_GREXP<

When do you expect to complete your [fill E_DEGTYP] degree?

F5 IF ALREADY COMPLETED DEGREE

MONTH (1-12):
YEAR (2000-2010):

[If E_GREMM equals -5 (F5)go to E_GRDAID]

[If E_GREXP equals -5, go to E_GRDATE]
[else go to E_GRDAID]

>E_GRDATE<

When did you complete your [fill E_DEGTYP] degree?

MONTH (1-12):
YEAR (1999-2000):

[Go to E_GRDAID]

>E_GRDAID<

The next questions have to do with sources of funding for your graduate studies.

ENTER 1 = YES, 2 = NO

Have you...

received student loans?.....**@stloan**
received grants?.....**@grant**
received a tuition waiver?....**@waiver**
had an assistantship?.....**@assist**
had a fellowship?.....**@fellow**
worked while enrolled (other than your assistantship)?....**@work**
been reimbursed for your tuition by your employer?.....**@reimbrs**
received money from your parents/guardians?.....**@parents**
received money from your spouse?.....**@spouse**
received funding from any other source?.....**@other**

[If E_GRDAID equals 1 go to E_GRAIDS]
[If E_GRDAID equals 2,-1, or -2, go to E_GRDTUI]

>E_GRAIDS<

SPECIFY OTHER SOURCE OF FUNDING

[Go to E_GRDTUI]

>E_GRDTUI<

How much do you pay for tuition?

INTERVIEWER: COLLECT OUT-OF-POCKET COSTS (AFTER FELLOWSHIP AND WAIVER)

RANGE ($0 - $100,000):

Was that $[fill E_GRDTUI] for the entire school year?

1 = ENTIRE YEAR
2 = PER TERM/SEMESTER
3 = PER MONTH

[If E_GRDTUI equals -1 or -2 go to E_GRDHRS]
[If E_GRDTUI equals 0-100000 go to E_GRDRAT]

[If E_GRDTUI is greater than or equal to 10000 and E_GRDRAT equals 3, go to E_GRDTUV]
[If E_GRDTUI is greater than or equal to 50000 and E_GRDRAT equals 2, go to E_GRDTUV]
[else go to E_GRDHRS]

>E_GRDTUV<

You paid $[fill E_GRDTUI] in tuition [fill E_GRDTUV]. Is that correct?

1 = CORRECT TUITION AMOUNT
2 = CORRECT RATE
3 = YES

[If E_GRDTUV equals 1 go to E_GRDTUI]
[If E_GRDTUV equals 2 go to E_GRDTUI]

>E_GRDHRS<

[If E_GRDAID@assist is not equal to 1 and E_GRDAID@work is not equal 1 go to E_GRFAMT]

[Including your assistantship how many hours did you work per week]

How many hours did you work per week **while you were enrolled** during the 1999-2000 school year?

RANGE (1-99):

[If E_GRDHRS equals 1-59,-1, or -2, go to E_GRDWRK]
[If E_GRDHRS equals 60-99, go to E_GRDHRV]

>E_GRDHRV<

You worked [fill E_GRDHRS] hours per week while you were going to graduate school?

1 = YES
2 = NO

[If E_GRDHRV equals 2 go to E_GRDHRS]

>E_GRDWRK<

While you were enrolled and working, would you say you were primarily...

1 = A student working to meet expenses or
2 = An employee who decided to enroll in school?

>E_GRDATY<

[If E_GRDAID@assist is not equal to 1 go to E_GRFAMT]

ENTER 1 = YES, 2 = NO

You told me earlier that you had an assistantship.

Was it...

1 = A teaching assistantship?
2 = A research assistantship?
3 = Some other kind of graduate assistantship?

[Go to E_GRDSAL]

>E_GRDSAL<

INTERVIEWER: COLLECT GROSS PAY

How much did your assistantship pay?

RANGE ($0 - $50,000):

Was that $[fill E_GRDSAL] for the entire school year?

1 = ENTIRE YEAR
2 = PER TERM/SEMESTER
3 = PER MONTH

[If E_GRDSAL equals -1, or -2, go to E_grfamt]

>E_GRFAMT<

[If E_GRDAID@fellow is not equal 1 go to E_LIFLNG]

You told me earlier that you had a fellowship.

What was the amount of the fellowship you received?

RANGE ($0 - $50,000):

Was that $[fill E_GRFAMT] for the entire school year?

1 = ENTIRE YEAR
2 = PER TERM/SEMESTER
3 = PER MONTH

[If E_GRFAMT equals -1, or -2 go to E_GRFSRC]

>E_GRFSRC<

Who provided the funding for your fellowship? Was it your school, the federal government, the state, or some other source?

1 = INSTITUTION/SCHOOL
2 = FEDERAL GOVERNMENT
3 = STATE GOVERNMENT
4 = OTHER - SPECIFY

[If E_GRFSRC equals 1-3,-1, or -2, go to E_LIFLNG]
[If E_GRFSRC equals 4 go to E_GRFSRS]

>E_GRFSRS<

SPECIFY OTHER SOURCE OF FUNDING

[Go to E_LIFLNG]

>E_DELAY<

Why are you taking a break from school between your undergraduate and graduate programs?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = UNDERGRADUATE DEBT
2 = COULDN'T GET FINANCIAL AID
3 = OTHER FINANCIAL REASONS
4 = RAISING CHILDREN
5 = OTHER FAMILY RESPONSIBILITIES/CONSTRAINTS
6 = FAILED TO MEET APPLICATION DEADLINE
7 = NOT ADMITTED TO SCHOOL OF CHOICE
8 = WANT A BREAK FROM SCHOOL
9 = HAD GOOD JOB OPPORTUNITY/ MILITARY COMMITMENT
10 = CAREER PLANS INDEFINITE
11 = WANT/NEED WORK EXPERIENCE
12 = OTHER - SPECIFY

[If E_DELAY1/2/3 equals 12, go to E_DELAYS]

[If E_DELAY@delay1 is less than or equal to 0, go to E_LIFLNG]

[If E_DELAY@delay2 is less than or equal to 0 and E_DELAY@delay1 is not equal to 12, go to E_LIFLNG]

[If E_DELAY@delay3 is less than or equal to 0 and E_DELAY@delay1 or 2 is not equal to 12, go to E_LIFLNG]

>E_DELAYS<

SPECIFY REASON FOR DELAY STARTING GRADUATE SCHOOL

[Go to E_LIFLNG]

>E_NOGRAD<

Why have you decided not to pursue a higher degree?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = FINANCIAL REASONS
2 = RAISING CHILDREN
3 = OTHER FAMILY/PERSONAL REASONS (NOT FINANCIAL)
4 = TIRED OF SCHOOL/DO NOT LIKE SCHOOL
5 = GRADES NOT HIGH ENOUGH
6 = NOT REQUIRED FOR CAREER GOALS
7 = NOT IN LABOR MARKET
8 = NO INTEREST
9 = OTHER - SPECIFY

[If E_NOGRD1/2/3 equals 9, go to E_NOGRDS]

[If E_NOGRAD@nogrd1 is less than or equal to 0, go to E_LIFLNG]

[If E_NOGRAD@nogrd2 is less than or equal to 0 and E_NOGRAD@nogrd1 is not equal to 9, go to E_LIFLNG]

[If E_NOGRAD@nogrd3 is less than or equal to 0 and E_NOGRAD@nogrd1 or 2 is not equal to 9, go to E_LIFLNG]

>E_NOGRDS<

SPECIFY REASON FOR NOT GOING TO GRADUATE SCHOOL

>E_LIFLNG<

When you filed your 1999 taxes, did you [or your parents] claim the federal Lifetime Learning Tax Credit?

0 = NEVER HEARD OF IT
1 = YES
2 = NO

[If E_LIFLNG equals 0 go to E_END]
[If E_LIFLNG equals 1,2,-1, or -2, go to E_CREDIT]

>E_CREDIT<

Will you claim it when you file your 2000 Taxes next year?

0 = NOT PLANNING TO BE ENROLLED THIS CALENDAR YEAR (2000)
1 = YES
2 = NO

[If E_CREDIT equals 1 go to E_CRED2]
[If E_CREDIT equals 0,2,-1, or -2 go to E_END]

>E_CRED2<

Did the availability of the tax credit help you make the decision to enroll in school?

1 = YES
2 = NO

[Go to E_END]

>E_END<

>F_EMPAPR<

INTERVIEWER: PROBE FOR WORK STATUS.

Now I'd like to ask you some questions about your employment status. What were you doing as of April 1, 2000? Were you...

Now I'd like to ask you some questions about your current employment status. Are you currently...

1 = Working full-time?
2 = PART-TIME
3 = WAITING TO REPORT TO WORK/TEMPORARY LAYOFF
4 = NOT WORKING, BUT LOOKING FOR WORK
5 = NOT WORKING AND NOT LOOKING FOR WORK
6 = HOMEMAKER
7 = DISABLED

[If F_EMPAPR equals 1 or 2, go to F_CURTCH]
[If F_EMPAPR equals 3, -7,-1, or -2, go to F_LSTMY]

>F_CURTCH<

Are you currently employed as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

1 = YES
2 = NO

[If F_CURTCH equals 1 go to F_END]

[If F_CURTCH equals -2, -1, or 2 go to F_EMPCUR]

[If F_CURTCH equals -2, -1, 2 or <>) and F_EMPAPR equals 1 or -1 go to F_TEMP]

[If F_CURTCH equals -2, -1, 2 or <> and F_EMPAPR equals 2 go to F_PREFFT]

[If F_CURTCH equals -2, -1, 2 or <>, F_EMPAPR equals 4 and F_EMPAPR or F_EMPCUR is greater than or equal to 0 go to F_JOBSRH]

[If F_CURTCH equals -2, -1, 2, or <>, F_EMPAPR equals 3 or 5 and F_EMPAPR or F_EMPCUR is greater than 0, go to F_LSTMY]

[If F_CURTCH equals -2, -1, 2, or <>, F_EMPAPR equals 6 or 7 and F_EMPAPR or F_EMPCUR is greater than or equal to 0, go to F_END]

[If F_CURTCH equals -2,-1, or 2 and F_EMPAPR equals -2 and F_EMPAPR or F_EMPCUR is greater than or equal to 0, go to F_END]

>F_EMPCUR<

INTERVIEWER: PROBE FOR WORK STATUS.

Now I'd like to ask you some questions about your current employment status. Are you currently...

1 = Working full-time?
2 = PART-TIME
3 = WAITING TO REPORT TO WORK/TEMPORARY LAYOFF
4 = NOT WORKING, BUT LOOKING FOR WORK
5 = NOT WORKING AND NOT LOOKING FOR WORK
6 = HOMEMAKER
7 = DISABLED

[If F_EMPCUR equals 1 or -1 go to F_TEMP]
[If F_EMPCUR equals 2 go to F_PREFFT]
[If F_EMPCUR equals 4 go to F_JOBSRH]
[If F_EMPCUR equals 3, or 5 go to F_LSTMY]
[If F_EMPCUR equals 6, 7, or -2 go to F_END]

>F_PREFFT<

Would you have preferred full-time work?

1 = YES
2 = NO

[Go to F_TEMP]

>F_TEMP<

Are you working for a temporary agency?

1 = YES
2 = NO

[Go to F_NUMJOB]

>F_NUMJOB<

How many jobs for pay do you currently hold?

Range (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

>F_OCCENR<

Since you have more than one job, I'd like you to focus on the job in which you work the most hours per week.

What is your job title?

What do you do?

[If F_OCCENR equals -1 or -2 go to F_OCUX]

>F_OCUX<

[If F_OCCENR equals -1 and F_OCCENR equals -1 or -2, go to F_OCEND]

Occupation/duties string:
[fill F_OCRAW]

INTERVIEWER: SELECT THE PROPER OCCUPATION CODE IN THE FOLLOWING SCREENS OF THE USEREXIT.

1 = RE-ENTER OCCUPATION USER EXIT
2 = SKIP OVER THE USEREXIT

1 = ENTER OCCUPATION USER EXIT

[If F_OCUX equals 1, go to F_INDUST]

[If F_OCUX equals 2 go to F_OCEND]

>F_SCHEMP<

Are you self-employed or are you working for someone else?

1 = SCHOOL
2 = SOMEONE ELSE
3 = SELF-EMPLOYED

[If F_SCHEMP equals 2 go to F_EMPTYP]
[If F_SCHEMP equals 3,-1, or -2 go to F_INDUST]
[If F_SCHEMP equals 1 go to F_CURJOB]

>F_EMPTYP<

Are you working for...

READ OPTIONS AS NEEDED.

1 = A private, for profit company?
2 = A NONPROFIT OR PRIVATE, NOT-FOR-PROFIT COMPANY
3 = A LOCAL GOVERNMENT
4 = A STATE GOVERNMENT
5 = THE FEDERAL GOVERNMENT (INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)
6 = THE MILITARY (INCLUDING THE NATIONAL GUARD)
7 = THE SCHOOL

[Go to F_INDUST]

>F_INDUST<

And in what industry?

SPECIFY:

[Go to F_IN]

>F_IN<

[If F_OCUX equals 0 go to F_INEND]

Industry string:
[fill F_INDUST]

INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = RE-ENTER INDUSTRY USER EXIT
2 = SKIP OVER THE USEREXIT

1 = ENTER INDUSTRY USER EXIT

[If F_IN equals 1, go to F_INDUST]

[If F_IN equals 2 and if F_INDUST is not equal to 1 go to F_INEND]

>F_CURJOB<

Would you consider your current job to be the start of your career in this occupation or industry?

INTERVIEWER: PROBE IF RESPONDENT SAYS NO.

1 = YES
2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
3 = PREPARING FOR GRADUATE SCHOOL
4 = TEMP JOB - DECIDING ON FUTURE EDUCATION/CAREER
5 = PAYS THE BILLS
6 = ONLY JOB AVAILABLE
7 = OTHER - SPECIFY

[If F_CURJOB equals 7 go to F_CURJBS]
[If F_CURJOB equals 1-6,-1, or -2, go to F_RELMAJ]

>F_CURJBS<

How would you describe your current job?

>F_RELMAJ<

INTERVIEWER: REPORTED UG MAJOR = [fill Y_MAJOR]

Would you say your job as a/an [fill F_OCCENR] is....

Would you say your job is...

1 = Closely,
2 = Somewhat, or
3 = Not related to your undergraduate major?

>F_COSIZE<

[If F_SCHEMP equals 3 go to F_SALARY]
[If F_EMPTYP is not equal to 1 or 2 go to F_SALARY]

How many employees would you estimate work for your company or organization?

INTERVIEWER: WE ARE REFERRING TO THE ENTIRE COMPANY - INCLUDING ALL LOCATIONS

1 = 1-99
2 = 100-1000
3 = Over 1000

>F_SALARY<

For your **current** job, about how much do you earn annually, before taxes and other deductions?

RANGE ($0 - $999,999):

[If F_SALARY equals -1 go to F_SALEST]

[Go to F_1_SAL]

>F_SALEST<

INTERVIEWER: ENTER THE AMOUNT PER UNIT OF TIME THAT THE RESPONDENT GIVES.

RANGE ($0 - $999,999):

1 = HOURLY
2 = WEEKLY
3 = TWICE MONTHLY / EVERY 2 WEEKS
4 = MONTHLY
5 = ANNUALLY

[Go to F_ANNERN]

>F_ANNERN<

[If F_SALEST is less than 0 or F_SALEST less than 0, go to F_L_SAL]

[If F_SALEST equals 1-5, go to F_L_SAL]

>F_L_SAL<

[If F_ANNERN is less than 0 go to F_BENFIT]
[if F_ANNERN is greater than 125000 go to F_SALVER]
[else go to F_BENFIT]

>F_SALVER<

To confirm, for full-time work, that would be about $[fill F_ANNERN] per year before taxes and other deductions. Is that correct?

1 = YES
2 = NO

[If F_SALVER equals 1,-1, or -2, go to F_BENFIT]
[If F_SALVER equals 2, go to F_SALARY]

>F_BENFIT<

[If F_SCHEMP equals 3 go to F_RAND]

Now I have some questions about your benefits.

ENTER 1 = YES, 2 = NO

Does your employer provide you with..

Health insurance?.....**@health**
Retirement benefits (EMPLOYER PAID)?.....**@retire**
Additional retirement benefits, such as a 401(k) or 403(b) (EMPLOYEE CONTRIBUTIONS)?..**@othfin**

[Go to F_JOBSAT]

[If F_L_NEXT (Internal random grouping variable) equals 1 go to F_OTHBE1]
[If F_L_NEXT (Internal random grouping variable) equals 2 go to F_OTHBE2]

>F_OTHBE1<

[If F_SCHEMP equals 3 go to F_JOBSAT]

Does your employer provide you with any of the following types of benefit

ENTER 1 = YES, 2 = NO

Stock options.....**@stock**
Life insurance.....**@lifins**
Employee discount.....**@discnt**
Childcare facility.....**@ccaref**
Childcare subsidy.....**@ccares**
Transit subsidy.....**@transit**
Fitness facility.....**@fitnsf**
Fitness subsidy.....**@fitnss**
Employee assistance COUNSELING).....**@empast**

[Go to F_JOBSAT]

>F_OTHBE2<

[If F_SCHEMP equals 3 go to F_JOBSAT]

Does your employer provide you with any other type of benefits?

1 = YES
2 = NO

[If F_OTHBE2 equals 1 go to F_OTHBS]
[If F_OTHBE2 equals 2,-1, or -2 go to F_JOBSAT]

>F_OTHBS<

What are the other benefits provided by your employer?

ENTER 0 FOR NO MORE.

[If F_OTHBS1/2/3/4/5 equals 0, go to F_JOBSAT]

>F_JOBSAT<

Would you say that you are satisfied in your job with each of the following:

ENTER 1 = YES, 2 = NO

Are you satisfied with...

Your pay?...

Fringe benefits?...

Importance and challenge of your work?...

Opportunities for promotion and advancement?...

Opportunities to use your training and education?...

Job security?....

Opportunities for further training and education?...

Overall, would you say you are satisfied with your job as a whole?...

[Go to F_FLEX]

>F_FLEX<

Sometimes personal circumstances require that your work schedule be flexible. Some employers are responding to this need by allowing their employees greater flexibility in the hours that they work and by allowing employees to telecommute or work from home.

Would you say your work schedule is..

1 = Very flexible - YOU ARE ABLE TO SET YOUR OWN SCHEDULE AS LONG AS YOU WORK A MINIMUM NUMBER OF HOURS.
2 = Somewhat flexible - YOU GENERALLY WORK A SET SCHEDULE, BUT YOU CAN MODIFY IT IF NECESSARY WITH SUPERVISOR APPROVAL.
3 = Not flexible at all - YOU WORK THE SAME SCHEDULE ALL THE TIME.

[If F_FLEX equals 1 or 2 go to F_FLXCUR]
[If F_FLEX equals 3 go to F_FLXNEW]
[If F_FLEX equals -1 or -2, go to F_TELCOM]

>F_FLXCUR<

[If F_FLEX equals 3 go to F_TELCOM]

Would you be able to work at this job if you did not have the scheduling flexibility you have?

1 = YES
2 = NO

[Go to F_FLXNEW]

>F_FLXNEW<

[If F_FLEX equals 1 or F_FLEX equals 2 go to F_TELCOM]

Are you considering looking for a different job with more flexibility?

1 = YES
2 = NO

>F_TELCOM<

Are you in a job in which you **could** work from home (or from a location other than your office)?

1 = YES
2 = NO

[If F_TELCOM equals 1 go to F_TELWRK]
[If F_TELCOM equals 2,-1, or -2, go to F_TRNOFR]

>F_TELWRK<

Do you ever work from home?

1 = YES
2 = NO

[If F_TELWRK equals 1, go to F_TELOFN]
[If F_TELWRK equals 2,-1, or -2, go to F_TRNOFR]

>F_TELOFN<

About how often do you work from home or other location?

Is it...

1 = Often - (MORE THAN ONCE A MONTH)
2 = Sometimes - (UP TO ONCE A MONTH)
3 = Never

>F_TRNOFR<

[If F_SCHEMP equals 3 go to F_TRAIND]
[If F_EMPCUR equals 2 or E_GRDAID@assist equals 1 go to F_END]

Is there any job-related or professional development training available through your current job?

1 = YES
2 = NO

[If F_TRNOFR equals -1, or 1 go to F_TRAIND]
[If F_TRNOFR equals 2, or -2 go to F_END]

>F_TRAIND<

Other than the educational training you already told me about, have you participated in any job-related training (provided by your current employer) in the past 12 months?

Have you participated in any job-related training (provided by your current employer) in the past 12 months?

1 = YES
2 = NO

[If F_TRAIND equals -1,-2, or 2 go to F_END]
[If F_TRAIND equals 1, go to F_TRNREQ]

>F_TRNREQ<

[If F_SCHEMP equals 3 go to F_TRNWHY]

Thinking about your last job-related training, was the training...

1 = Required by your employer,
2 = Supported by your employer, or
3 = Taken at your own initiative?

[Go to F_TRNSUP]

>F_TRNSUP<

[If F_SCHEMP equals 3 go to F_TRNWHY]

ENTER 1 = YES, 2 = NO

Does your employer...

Give you time off from work to attend training at your workplace?...

Give you time off from work to attend training away from your workplace?...

Pay all or part of the cost of training, including tuition or books?...

[Go to F_TRNWHY]

>F_TRNWHY<

What is the purpose of your job-related training?

1 = TO KEEP UP TO DATE ON CURRENT JOB
2 = TO IMPROVE OR ADVANCE IN CURRENT JOB
3 = TO TRAIN FOR A NEW JOB OR A NEW CAREER

[Go to F_TRNCRT]

>F_TRNCRT<

Will this training lead to some type of formal certification or professional licensure?

1 = YES
2 = NO

[If F_TRNCRT equals 1 go to F_CRTTYP]
[If F_TRNCRT equals 2,-1,or -2, go to F_IMPACT]

>F_CRTTYP<

What type of certificate or license will you earn?

COLLECT UP TO 3. ENTER 0 FOR NO MORE.

1 = AUTOMOTIVE/MECHANIC REPAIR
2 = BUSINESS (BROKER, CPA, REALTOR)
3 = CHILD CARE/DAY CARE/TEACHER AIDE
4 = COMMERCIAL OPERATOR/TRANSPORT
5 = COMMUNICATIONS/BROADCAST (FCC)
6 = CMPTR/ELECTRONIC/TV/VCR REPAIR (MCSE/NOVELL)
7 = CMPTR PROGRAMMER/SYSTEMS TECH
8 = COSMETOLOGY/BEAUTICIAN/BARBER
9 = COUNSELOR/PSYCHOLOGIST
10 = CRAFTS (ELECTRICIAN/CRPNTR/MASON)
11 = EDUCATOR (TEACHER, PRINCIPAL)
12 = FOOD SERVICES
13 = INSURANCE/UNDERWRITING
14 = LAW OR LEGAL (NOT PARALEGAL)
15 = LEGAL ASSISTANT/PARALEGAL
16 = MEDICAL (PHYSICIAN)
17 = MED/DENTAL TECH. OR THERAPIST
18 = VENDOR SPECIFIC CERT
19 = NURSE AIDE/HOME HEALTH AIDE
20 = NURSING (RN, LPN)
21 = PERSONAL SVCS (MASSAGE THERAPY)

[If F_CRTTYP1/2/3 equals 24, go to F_CERT@cert1/2/3]

[If F_CRTTYP@crttyp1/2/3 is less than or equal to 0, go to F_IMPACT]

>F_CERT<

What type(s) of certification will you earn by completing this training?

SPECIFY:

[Go to F_IMPACT]

>F_IMPACT<

ENTER 1 = YES, 2 = NO

Would you say that the job-related training you have received has...

Provided you with opportunities for other jobs you could not have gotten without training?...

Allowed you to earn higher salaries?...

Enabled you to take on more responsibility on the job?...

Resulted in more opportunities for promotion?...

Improved your performance at your job?...

[Go to F_END]

>F_SEARCH<

Are you looking for a job?

1 = YES
2 = NO

[If F_SEARCH equals 1 go to F_JOBSRH]
[If F_SEARCH equals 2,-1, or -2 go to F_LSTMY]

>F_JOBSRH<

What are some of the things you've been doing to find a job?

CODE UP TO 4 RESPONSES. ENTER 0 FOR NONE OR NO MORE.

1 = USING SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)
2 = RESPONDING TO INTERNET/WWW JOB NOTICE - ANY SOURCE
3 = RESPONDING TO NEWSPAPER/OTHER ADVERTISEMENT
4 = CONTACTING EMPLOYERS DIRECTLY/SENDING OUT RESUME
5 = NETWORKING WITH FRIENDS, RELATIVES, OR ACQUAINTANCES
6 = TALKING TO FACULTY/STAFF
7 = ATTENDING RECRUITING FAIRS, PROFESSIONAL MEETINGS
8 = VISITING UNEMPLOYMENT OFFICE, EMPLOYMENT COMMISSION POSTING/REFERRAL
9 = CONTACTING EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
10 = VOLUNTEERING
11 = OTHER

[If F_JBSRH1/2/3/4 is less than or equal to 0, go to F_LSTMY]

[If F_JBSRH1/2/3/4 equals 11, go to F_SRCHSP]

[If F_JOBSRH@jbsrh2/3/4 is less than or equal to 0 and F_JOBSRH@jbsrh1/2/3 is not equal to 11, go to F_LSTMY]

>F_SRCHSP<

What have you been doing to find a job?

SPECIFY OTHER:

>F_LSTMY<

When was the last time you worked for pay?

0 = NEVER WORKED FOR PAY

MONTH (0,1-12):
YEAR (1920-2000):

[If F_LSTMY@lstmm equals 0 or -2 go to F_END]
[Else go to F_UNEMPL]

>F_UNEMPL<

Have you received unemployment compensation at any time since [fill F_UNEMPL], [fill F_LSTMY]?

1 = YES
2 = NO

[Go to F_TRAVEL]

>F_TRAVEL<

In the last year, how many weeks would you say that you have traveled?

NOTE: DOMESTIC AND INTERNATIONAL

RANGE: (0 - 52):

[Go to F_END]

>F_END<

>G_TCHPST<

[If F_CURTCH@curtch equals 1, go to G_PSTNUM]

Now I have some questions about teaching.

Have you ever worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

1 = YES
2 = NO

[If G_TCHPST equals -1, or 2 go to G_CONSDR]
[If G_TCHPST equals -2 go to G_END]

[Applies to: All respondents except those who are currently teaching.]

>G_PSTNUM<

[If F_CURTCH@curtch equals 1]
Including your current job, how many K-12 teaching jobs have you held?

How many K-12 teaching jobs have you held?

RANGE (1-5):

[If G_PSTNUM@pstnum equals 1 go to G_CURPOS]
[If G_PSTNUM@pstnum equals 2 go to G_FSTBEG]
[If G_PSTNUM@pstnum is greater than or equal to 2, go to G_PSTPOS]
[If G_PSTNUM@pstnum equals 1, go to G_FSTBEG]
[If G_PSTNUM@pstnum equals 2, go to G_FSTBEG]
[If G_PSTNUM@pstnum is greater than 2, go to G_PSTPOS]

>G_PSTPOS<

CHECK ALL THAT APPLY.

Which of the following teaching positions have you held?

Have you been a/an

ENTER 1 = YES, 2 = NO

Elementary or secondary school teacher?.....**@teach**

Substitute teacher? .....**@sub**

Teacher's aide?.....**@aide**

Itinerant teacher?
(ASSIGNMENT REQUIRES YOU TO TEACH AT MORE THAN ONE SCHOOL).....**@itinrt**

"Support" teacher?
(ONE WHO WORKS WITH OTHER TEACHERS TO DEVELOP CURRICULA OR TEACHING MATERIALS BUT DOESN'T NECESSARILY TEACH STUDENTS).....**@suprt**

[If @TEACH, @SUB, @ITINRT, and @SUPRT equals -2, go to G_END]
[If @TEACH, @SUB, @AIDE, @ITINRT, @SUPRT equals 2 or -1 go to G_CONSDR]

>G_FSTBEG<

[If G_PSTNUM@pstnum equals 1 and F_CURTCH@curtch equals 1, go to G_CURPOS]

When did you begin your first teaching job?

INTERVIEWER: EXCLUDE STUDENT TEACHING.

MONTH (1-12):
YEAR (1950-2000):

[Go to G_FSTPOS]

>G_FSTPOS<

What type of position did you hold in your first teaching job?

Were you a/an

1 = Elementary or secondary school teacher?
2 = Substitute teacher?
3 = Teacher's aide?
4 = Itinerant teacher (ASSIGNMENT REQUIRES YOU TEACH AT MORE THAN ONE SCHOOL)
5 = "Support" teacher (ONE WHO WORKS WITH OTHER TEACHERS TO DEVELOP CURRICULA OR TEACHING MATERIALS BUT DOESN'T NECESSARILY TEACH STUDENTS)

[Go to G_FSTEND]

>G_FSTEND<

When did that job (your first job) end?

MONTH (1-12):
YEAR (1950-2000):

F5 = RESPONDENT STILL HAS THIS JOB

[If @fstendm equals -5, go to G_SUBLNG]
[If G_FSTEND@fstendm and G_FSTEND@fstendy are greater than 0, go to G_LSTBEG]
[If G_FSTEND@fstendy is less than G_FSTBEG@fstbegy or G_FSTEND@fstendy equals G_FSTBEG@fstbegy and G_FSTEND@fstendm is less than G_FSTBEG@fstbegm, go to G_FSTCK]

>G_FSTCK<

You've told me your first job began [fill G_FSTBEG@fstbegm]/[fill G_FSTBEG@fstbegy]and your first job ended [fill G_FSTEND@fstendm]/[fill G_FSTEND@fstendy].

Which date needs to be changed?

1 = BEGIN DATE
2 = END DATE

[If G_FSTCK equals 1 go to G_FSTBEG@fstbegm]
[If G_FSTCK equals 2 go to G_FSTEND@fstendm]

>G_LSTBEG<

[If G_PSTNUM@pstnum is greater than 1 and F_CURTCH@curtch equals 1, go to G_CURPOS]
[If G_PSTNUM@pstnum equals 1 and F_CURTCH@curtch is not equal to 1 go to G_SUBLNG]

When did you begin your most recent teaching job?

MONTH (1-12):
YEAR (1950-2000):

>G_LSTPOS<

What type of position did you hold in your most recent teaching job?

Were you a/an

1 = Elementary or secondary school teacher?
2 = Substitute teacher?
3 = Teacher's aide?
4 = Itinerant teacher? (ASSIGNMENT REQUIRES YOU TEACH AT MORE THAN ONE SCHOOL)
5 = "Support" teacher? (ONE WHO WORKS WITH OTHER TEACHERS TO DEVELOP CURRICULA OR TEACHING MATERIALS BUT DOESN'T NECESSARILY TEACH STUDENTS)

>G_LSTEND<

[If F_CURTCH@curtch equals 1, go to G_CURPOS]

When did that job (your most recent job) end?

MONTH (1-12):
YEAR (1950-2000):

F5 = RESPONDENT STILL HAS THIS JOB
[If G_LSTEND@lstendm equals -5, go to G_SUBLNG]
[If G_LSTEND@lstendy is less than G_LSTBEG@lstbegy or G_LSTEND@lstendy equals G_LSTBEG@lstbegy and G_LSTEND@lstendm is less than G_LSTBEG@lstbegm, go to G_LSTCK]

[Else go to G_CURPOS]

>G_LSTCK<

You've told me your most recent job began [fill G_LSTBEG@lstbegm]/[fill G_LSTBEG@lstbegy]and your most recent job ended [fill G_LSTEND@lstendm]/[fill G_LSTEND@lstendy].

Which date needs to be changed?

1 = BEGIN DATE
2 = END DATE

[If G_LSTCK equals 1, go to G_LSTBEG@lstbegm]
[If G_LSTCK equals 2, go to G_LSTEND@lstendm]

>G_CURPOS<

[If F_CURTCH@curtch is not equal to 1, go to G_SUBLNG]

What position do you currently hold?

1 = Elementary or secondary school teacher?
2 = Substitute teacher?
3 = Teacher's aide?
4 = Itinerant teacher? (ASSIGNMENT REQUIRES YOU TEACH AT MORE THAN ONE SCHOOL)
5 = "Support" teacher? (ONE WHO WORKS WITH OTHER TEACHERS TO DEVELOP CURRICULA OR TEACHING MATERIALS BUT DOESN'T NECESSARILY TEACH STUDENTS)

>G_CURMY<

[If G_CURPOS@curpos equals -1 or G_CURPOS@curpos equals -2]
When did you begin your current teaching job? When did you begin your current job as an elementary or secondary school teacher/a substitute teacher? /a teacher's aide/an itinerant teacher/a "support" teacher?

MONTH (1-12):
YEAR (1950-2000):

INTERVIEWER: IF THIS JOB IS PART OF AN ITINERANT ASSIGNMENT, PROBE FOR THE DATES R STARTED WORKING AS AN ITINERANT TEACHER FOR THE DISTRICT, NOT THE SCHOOL.

>G_SUBLNG<

[If G_PSTPOS@sub is not equal to 1 and G_LSTPOS@lstpos is not equal to 2 and G_FSTPOS@fstpos is not equal to 2 and G_CURPOS@curpos is not equal to 2 go to G_AIDREG]

Have you ever had a long-term substitute teaching position, where you filled the role of a regular teacher on a long-term basis, but were still considered a substitute?

NOTE: LONG-TERM MEANS 12 WEEKS OR MORE.

1 = YES
2 = NO

[Go to G_SUBREG]

>G_SUBREG<

Did you accept a substitute teaching position as a way to gain entry into a regular teaching position?

1 = YES
2 = NO

[Go to G_AIDREG]

>G_AIDREG<

[If G_PSTPOS@aide is not equal to 1, G_LSTPOS@lstpos is not equal to 3, G_FSTPOS@fstpos is not equal to 3, and G_CURPOS@curpos is not equal to 3, go to G_CRTTCH]

Did you accept a teacher's aide position as way to gain entry into a regular teaching position?

1 = YES
2 = NO

[Go to G_CRTTCH]

>G_CRTTCH<

Are you currently licensed or certified by any state to teach in any of grades K-12?

1 = YES
2 = NO

[If G_CRTTCH equals 2 or -2 go to G_NEWTCH]
[Else go to G_CRTDAT]

>G_CRTDAT<

In what month and year were you first certified?

MONTH (1-12):
YEAR (1950-2000)

[Go to G_CRTFD]

>G_CRTFD<

What fields are you currently certified in?

COLLECT UP TO 5. ENTER 0 FOR NONE OR NO MORE.

1 = GENERAL ELEMENTARY
2 = ART/DRAMA/MUSIC
3 = BUSINESS
4 = ECONOMICS/POLITICAL SYSTEMS
5 = ENGLISH/JOURNALISM
6 = FOREIGN LANGUAGES
7 = HEALTH/PHYSICAL EDUCATION
8 = MATH
9 = SCIENCE
10 = SPECIAL EDUCATION
11 = SOCIAL STUDIES/HISTORY/CIVICS
12 = VOCATIONAL/OCCUPATIONAL
13 = OTHER

[If G_CRTFD1/2/3/4/5 is less than or equal to 0, go to G_PRVCRT]
[If @crtfd1/2/3/4/5 equals 1, go to G_CRGEN1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 2, go to G_CRART1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 3, go to G_CRBUS1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 4, go to G_CRPOL1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 5, go to G_CRENG1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 6, go to G_CRFOR1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 7, go to G_CRPHS1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 8, go to G_CRMAT1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 9, go to G_CRSCN1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 10, go to G_CRSPD1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 11, go to G_CRSOC1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 12, go to G_CRVOC1/2/3/4/5]
[If @crtfd1/2/3/4/5 equals 13, go to G_CRTFS1/2/3/4/5]
[If G_CRTFD@CRTFD1 is less than or equal to 0] go to G_PRVCRT]
[If G_CRTFD@CRTFD2/3/4/5 is less than or equal to 0] go to G_CRTTP1]

>G_CRTFS1<

WHAT FIELD ARE YOU CURRENTLY CERTIFIED IN?

SPECIFY:

>G_CRTFS2/3/4/5<

WHAT FIELD ARE YOU CURRENTLY CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd3/4/5]

>G_CRGEN1/2/3/4/5<

(Within General Elementary/Basic Skills, are you certified in...)
READ OPTIONS AS NECESSARY

1 = GENERAL ELEMENTARY
2 = KINDERGARTEN
3 = READING
4 = BASIC SKILLS AND REMEDIAL EDUCATION
5 = OTHER - SPECIFY

[If G_CRGEN1/2/3/4/5 equals 1-4,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRGEN1/2/3/4/5 equals 5, go to G_CGEN1S]

>G_CGEN1/2/3/4/5S<

WHAT GENERAL ELEMENTARY/BASIC SKILLS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRART1/2/3/4/5<

(Within Art/Drama/Music, are you certified in...)
READ OPTIONS AS NECESSARY

1 = ART
2 = DANCE
3 = DRAMA/THEATER
4 = MUSIC
5 = OTHER - SPECIFY

[If G_CRART1/2/3/4/5 equals 1-4,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRART1/2/3/4/5 equals 5, go to G_CART1S]

>G_CART1/2/3/4/5S<

WHAT ART/DRAMA/MUSIC FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRBUS1/2/3/4/5<

Within Business, are you certified in...)
READ OPTIONS AS NECESSARY

1 = BUSINESS/MARKETING
2 = ACCOUNTING
3 = ECONOMICS
4 = TRADE AND INDUSTRY
5 = OTHER - SPECIFY

[If G_CRBUS1/2/3/4/5 equals 1-4,-1, or -2 go to G_CRTFD@crtfd2]
[If G_CRBUS1/2/3/4/5 equals 5, go to G_CBUS1S]

>G_CBUS1/2/3/4/5S<

WHAT BUSINESS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRPOL1/2/3/4/5<

(Within Economics/Political systems, are you certified in...)
READ OPTIONS AS NECESSARY

1 = POLITICAL SYSTEMS
2 = ECONOMICS
3 = CIVICS
4 = OTHER - SPECIFY

[If G_CRPOL1/2/3/4/5 equals 1-3,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRPOL1/2/3/4/5 equals 4, go to G_CPOL1S]

>G_CPOL1/2/3/4/5S<

WHAT POLITICAL SYSTEMS FIELD ARE YOU CERTIFIED IN?

SPECIFY:
[Go to G_CRTFD@crtfd2]

>G_CRENG1/2/3/4/5<

(Within English/Journalism, are you certified in...)
READ OPTIONS AS NECESSARY

1 = ENGLISH LANGUAGE ARTS
2 = JOURNALISM
3 = READING
4 = LIBRARY SKILLS/ RESEARCH SKILLS
5 = ENGLISH AS A SECOND LANGUAGE
6 = OTHER - SPECIFY

[If G_CRENG1/2/3/4/5 equals 1-5,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRENG1/2/3/4/5 equals 6, go to G_CENG1S]

>G_CENG1/2/3/4/5S<

WHAT ENGLISH/JOURNALISM FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRFOR1/2/3/4/5<

(Within Foreign languages, are you certified in...)
READ OPTIONS AS NECESSARY

1 = SPANISH
2 = FRENCH
3 = GERMAN
4 = LATIN
5 = RUSSIAN
6 = BILINGUAL EDUCATION
7 = OTHER FOREIGN LANGUAGES
8 = ENGLISH AS A SECOND LANGUAGE
9 = OTHER - SPECIFY

[If G_CRFOR1/2/3/4/5 equals 1-8,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRFOR1/2/3/4/5 equals 9, go to G_CFOR1S]

>G_CFOR1/2/3/4/5S<

WHAT FOREIGN LANGUAGE FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRPHS1/2/3/4/5<

(Within Health/Physical education, are you certified in...)
READ OPTIONS AS NECESSARY

1 = PHYSICAL EDUCATION
2 = HEALTH
3 = HEALTH OCCUPATIONS
4 = DIET/NUTRITION
5 = KINESIOLOGY
6 = OTHER - SPECIFY

[If G_CRPHS1/2/3/4/5 equals 1-5,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRPHS1/2/3/4/5 equals 6, go to G_CPHS1S]

>G_CPHS1/2/3/4/5S<

WHAT HEALTH/PHYSICAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRMAT1/2/3/4/5<

(Within Math, are you certified in...)
READ OPTIONS AS NECESSARY

1 = MATHEMATICS
2 = COMPUTER SCIENCE
3 = ACCOUNTING
4 = OTHER - SPECIFY

[If G_CRMAT1/2/3/4/5 equals 1-3,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRMAT1/2/3/4/5 equals 4, go to G_CMAT1S]

>G_CMAT1/2/3/4/5S<

WHAT MATH FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRSCN1/2/3/4/5<

(Within Science, are you certified in...)
READ OPTIONS AS NECESSARY

1 = BIOLOGY/LIFE SCIENCE
2 = CHEMISTRY
3 = GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
4 = PHYSICS
5 = COMPUTER SCIENCE
6 = PHYSICAL SCIENCE
7 = GENERAL AND ALL OTHER SCIENCE
8 = OTHER - SPECIFY

[If G_CRSCN1/2/3/4/5 equals 1-7,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRSCN1/2/3/4/5 equals 8, go to G_CSCN1S]

>G_CSCN1/2/3/4/5S<

WHAT SCIENCE FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRSPD1/2/3/4/5<

(Within Special Education, are you certified in...)
READ OPTIONS AS NECESSARY

1 = GENERAL SPECIAL EDUCATION
2 = BASIC SKILLS AND REMEDIAL EDUCATION
3 = DEAF AND HARD-OF-HEARING
4 = EMOTIONALLY DISTURBED
5 = GIFTED
6 = MILDLY HANDICAPPED
7 = ORTHOPEDICALLY HANDICAPPED
8 = SEVERELY HANDICAPPED
9 = SPECIFIC LEARNING DISABILITY
10 = SPEECH/LANGUAGE
11 = VISUAL IMPAIRMENT
12 = OTHER SPECIAL EDUCATION
13 = OTHER - SPECIFY

[If G_CRSPD1/2/3/4/5 equals 1-12,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRSPD1/2/3/4/5 equals 13, go to G_CSPD1S]

>G_CSPD1/2/3/4/5S<

WHAT SPECIAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRSOC1/2/3/4/5<

(Within Social studies/History/Civics, are you certified in...)
READ OPTIONS AS NECESSARY

1 = SOCIAL STUDIES
2 = HISTORY
3 = AMERICAN INDIAN/NATIVE AMERICAN STUDIES
4 = PHILOSOPHY
5 = RELIGION
6 = POLITICAL SYSTEMS
7 = ECONOMICS
8 = CIVICS
9 = GEOGRAPHY
10 = OTHER - SPECIFY

[If G_CRSOC1/2/3/4/5 equals 1-9,-1, or -2, go to G_CRTFD@crtfd2]
[If G_CRSOC1/2/3/4/5 equals 10, go to G_CSOC1S]

>G_CSOC1/2/3/4/5S<

WHAT SOCIAL STUDIES/HISTORY/CIVICS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRVOC1/2/3/4/5<

(Within the Vocational/Occupational area, are you certified in...)
READ OPTIONS AS NECESSARY

1 = HOME ECONOMICS
2 = AGRICULTURE
3 = HEALTH OCCUPATIONS
4 = INDUSTRIAL ARTS
5 = MILITARY SCIENCE
6 = TECHNICAL
7 = OTHER VOCATIONAL EDUCATION
8 = TRADE AND INDUSTRY
9 = OTHER - SPECIFY

[If G_CRVOC1/2/3/4/5 equals 1-8,-1,-2, go to G_CRTFD@crtfd2]
[If G_CRVOC1/2/3/4/5 equals 9, go to G_CVOC1S]

>G_CVOC1/2/3/4/5S<

WHAT VOCATIONAL/OCCUPATIONAL FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_CRTFD@crtfd2]

>G_CRTTP1<

What is the highest certificate you hold in [fill G_CRTFD1]?

1 = ADVANCED PROFESSIONAL CERTIFICATE
2 = REGULAR/STANDARD STATE CERTIFICATE
3 = PROBATIONARY CERTIFICATE
4 = TEMPORARY CERTIFICATE
5 = EMERGENCY CERTIFICATE
6 = OTHER - SPECIFY

[If G_CRTTP1 equals 1-5,-1, or -2, go to G_CRTLV1]

>G_CRTP1S<

SPECIFY OTHER CERTIFICATE:

>G_CRTLV1<

And what grade levels are you certified to teach [fill G_CRTTP1]?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

[If G_CRTFD@crtfd2 is greater than 0, go to G_CRTTP2, go to G_PRVCRT]
[If G_CRTLV1@crtlv1/2/3 is less than or equal to 0, go to G_PRVCRT]
[If G_CRTFD@crtfd2 is less than or equal to 0, go to G_PRVCRT]

>G_CRTTP2<

What is the highest certificate you hold in [fill G_CRTFD2]?

1 = ADVANCED PROFESSIONAL CERTIFICATE
2 = REGULAR/STANDARD STATE CERTIFICATE
3 = PROBATIONARY CERTIFICATE
4 = TEMPORARY CERTIFICATE
5 = EMERGENCY CERTIFICATE
6 = OTHER - SPECIFY

[If G_CRTTP2 equals 1-5, -1, or -2, go to G_CRTLV2]

>G_CRTP2S<

SPECIFY OTHER CERTIFICATE:

>G_CRTLV2<

And what grade levels are you certified to teach [fill G_CRTTP2]?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

[If G_CRTFD@crtfd3 is greater than 0, go to G_CRTTP3]
[Else, go to G_PRVCRT]

>G_L_RST3<

[If G_CRTFD@crtfd3 is less than or equal to 0, go to G_PRVCRT]

>G_CRTTP3<

What is the highest certificate you hold in [fill G_CRTFD3]?

1 = ADVANCED PROFESSIONAL CERTIFICATE
2 = REGULAR/STANDARD STATE CERTIFICATE
3 = PROBATIONARY CERTIFICATE
4 = TEMPORARY CERTIFICATE
5 = EMERGENCY CERTIFICATE
6 = OTHER - SPECIFY

[If G_CRTTP3 equals 1-5,-1, or -2, go to G_CRTLV3]

>G_CRTP3S<

SPECIFY OTHER CERTIFICATE:

>G_CRTLV3<

And what grade levels are you certified to teach [fill G_CRTTP3]?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

[If G_CRTFD@crtfd4 is greater than 0, go to G_CRTTP4]
[Else, go to G_PRVCRT]
[If G_CRTLV3@crtlv1/2/3 is less than or equal to 0, go to G_PRVCRT]
[If G_CRTFD@crtfd4 is less than or equal to 0, go to G_PRVCRT]

>G_CRTTP4<

What is the highest certificate you hold in [fill G_CRTFD4]?

1 = ADVANCED PROFESSIONAL CERTIFICATE
2 = REGULAR/STANDARD STATE CERTIFICATE
3 = PROBATIONARY CERTIFICATE
4 = TEMPORARY CERTIFICATE
5 = EMERGENCY CERTIFICATE
6 = OTHER - SPECIFY

[If g_crttp4 equals 1-5,-1, or -2, go to G_CRTLV4]

>G_CRTP4S<

SPECIFY OTHER CERTIFICATE:

>G_CRTLV4<

And what grade levels are you certified to teach [fill G_CRTTP4]?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

[If G_CRTFD@crtfd5 is greater than 0, go to G_CRTTP5]
[else go to G_PRVCRT]

[If G_CRTLV4@crtlv1/2/3 is less than or equal to 0, go to G_PRVCRT]
[If G_CRTFD@crtfd5 is less than or equal to 0, go to G_PRVCRT]

>G_CRTTP5<

What is the highest certificate you hold in [fill G_CRTFD5]?

1 = ADVANCED PROFESSIONAL CERTIFICATE
2 = REGULAR/STANDARD STATE CERTIFICATE
3 = PROBATIONARY CERTIFICATE
4 = TEMPORARY CERTIFICATE
5 = EMERGENCY CERTIFICATE
6 = OTHER - SPECIFY

[If G_CRTTP5 equals 1-5,-1, or -2, go to G_CRTLV5]

>G_CRTP5S<

SPECIFY OTHER CERTIFICATE:

>G_CRTLV5<

And what grade levels are you certified to teach [fill G_CRTTP5]?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

[Go to G_PRVCRT]
[If G_CRTLV5@crtlv1 is less than or equal to 0, go to G_PRVCRT]
[If G_CRTLV5@crtlv2 is less than or equal to 0, go to G_PRVCRT]

>G_NATCRT<

Do you hold a National Board Certificate?

1 = YES
2 = NO

[Go to G_PRVCRT]

>G_PRVCRT<

Do you have certification from any other accrediting organizations?

1 = YES
2 = NO

[Go to G_NEWTCH]

>G_NEWTCH<

[If F_CURTCH@curtch equals 1 and if G_CURPOS@curpos is not equal to 1, 4, or 5, go to G_END]
[If F_CURTCH@curtch is not equal to 1 and G_PSTNUM@pstnum is greater than or equal to 1 and if G_LSTPOS@lstpos is not equal to 1, 4, or 5 go to G_END]

>G_S1UXCL<

[If G_PSTNUM@pstnum equals 1 go to G_S2UXCL]

Now I have some questions about the school in which you first taught.

Where did you first teach?

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>G_S1BAD1<

If G_S1UXST equals 9]

INTERVIEWER: COLLECT INFO FOR THE SCHOOL. ENTER STATE, CITY, COUNTY, SCHOOL DISTRICT NAME, AND SCHOOL NAME.

INTERVIEWER: THE USEREXIT FAILED... ENTER STATE, CITY, COUNTY, SCHOOL DISTRICT NAME, AND SCHOOL NAME.

SCHOOL NAME:
STATE:
CITY:
COUNTY:

>G_S1BAD2<

INTERVIEWER: THE USEREXIT FAILED... ENTER SCHOOL CONTROL.

Is this school...

INTERVIEWER: PROBE FOR AFFILIATION IF PRIVATE SCHOOL

1 = A public school operated by local school district (or county district)?
2 = A PRIVATE CATHOLIC SCHOOL
3 = PRIVATE - OTHER RELIGIOUSLY AFFILIATED
4 = PRIVATE - NOT RELIGIOUSLY AFFILIATED
5 = A PUBLIC SCHOOL OPERATED BY STATE OR FEDERAL AGENCY (E.G., BIA, DOD, PRISON SCHOOL)?
6 = OTHER (CHARTER SCHOOL, HOSPITAL SCHOOL)

[If @pubpr equals 1 or @pubpr equals 2]

What is the school district?

>G_S1LEV<

[If G_S1UXST equals 1 go to G_S2UXCL]

What were the highest and lowest grades taught at this school?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

>G_S2UXCL<

[If G_PSTNUM@pstnum is greater than or equal to 1 and F_CURTCH@curtch is not equal to 1]

Now I have some questions about the school in which you most recently taught. Where did you most recently teach?

[If G_PSTNUM@pstnum is greater than or equal to 1 and F_CURTCH@curtch equals 1]

Now I have some questions about the school in which you currently teach.

Where do you currently teach?

[If G_S1NAME is not equal to <>, -1, or -2]

3 = [fill G_S1NAME]

1 = RE-ENTER USEREXIT
2 = SKIP OVER USEREXIT
1 = ENTER USEREXIT
[If G_S2UXCL equals 3, go to G_INTRN]
[If G_S2UXST is not equal to 1, go to G_S2UXST]
[If G_S2UXCL equals 2, go to G_S2END]

>G_S2BAD1<

[If G_S2UXST equals 9]
INTERVIEWER: COLLECT INFO FOR THE SCHOOL. ENTER STATE, CITY, COUNTY, SCHOOL DISTRICT NAME, AND SCHOOL NAME.

INTERVIEWER: THE USEREXIT FAILED... ENTER STATE, CITY, COUNTY, SCHOOL DISTRICT NAME, AND SCHOOL NAME.

SCHOOL NAME:
STATE:
CITY:
COUNTY:

>G_S2BAD2<

[If G_S2UXST is not equal to 9]
INTERVIEWER: THE USEREXIT FAILED... ENTER SCHOOL CONTROL.

Is this school...

INTERVIEWER: PROBE FOR AFFILIATION IF PRIVATE SCHOOL

1 = A public school operated by local school district(or county district)?
2 = A PRIVATE CATHOLIC SCHOOL
3 = PRIVATE - OTHER RELIGIOUSLY AFFILIATED
4 = PRIVATE - NOT RELIGIOUSLY AFFILIATED
5 = A PUBLIC SCHOOL OPERATED BY STATE OR FEDERAL AGENCY (E.G., BIA, DOD, PRISON SCHOOL)
6 = OTHER (CHARTER SCHOOL, HOSPITAL SCHOOL)

[If @pubpr equals 1 or 2]

What is the school district?

>G_S2CHK<

[If G_S2CODE is greater than <99999990> go to G_INTRN]
[If G_S1CODE is not equal to G_S2CODE or (G_S1CODE and G_S2CODE equal <>) go to G_INTRN]

INTERVIEWER: THIS SCHOOL HAS ALREADY BEEN LISTED:

[fill G_S1NAME]

DUPLICATES ARE NOT ALLOWED.

[Go to G_S2UXCL]

>G_S2LEV<

[If G_S2UXST equals 1 go to G_INTRN]

What were the highest and lowest grades taught at this school?

0 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

LOWEST: HIGHEST:

>G_INTRN<

[If G_NEWTCH is not equal to 1 and F_CURTCH@curtch is not equal to 1, go to G_TCHFTR]

Now I'd like to ask you about your experiences as a teacher.

Have you participated in a teacher internship program?

1 = YES
2 = NO

>G_INDUCT<

[If G_NUMSNC equals 1]
During the first year that you taught,

During the first year of your first teaching job, did you participate in a formal teacher induction program designed to help beginning teachers by assigning them to master or mentor teachers?

1 = YES
2 = NO

>G_PRPAR1<

ENTER
1 = VERY WELL
2 = MODERATELY WELL
3 = NOT AT ALL

How well did each of the following prepare you for teaching? Would you say very well, moderately well, or not at all?

Your student teaching or internship experience?

Your education courses/TEACHING METHODS?

Your academic courses in college/SUBJECT MATTER?

>G_PRPAR2<

ENTER
1 = VERY WELL
2 = MODERATELY WELL
3 = NOT AT ALL

How well prepared do you feel to

Teach the subjects that you teach?

Integrate educational technology into the grade or subjects that you teach?

>G_TCHGRD<

[If F_CURTCH@curtch equals 1]
What grade(s) are/were you teaching at your current/most recent school?

COLLECT UP TO 6. ENTER 0 FOR NONE OR NO MORE.

99 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

[If G_TCHGR1/2/3/4/5/6 is less than or equal to 0, go to G_FSTGRD]
[If G_NUMSNC is greater than 1, go to G_FSTGRD]
[Else go to G_TCHSB]

>G_FSTGRD<

[If G_NUMSNC is less than or equal to 1, go to G_TCHSB]

And what grade(s) did you teach while you were at your first school?

COLLECT UP TO 6. ENTER 0 FOR NONE OR NO MORE.

99 = KINDERGARTEN
1 = FIRST GRADE
2 = SECOND GRADE
3 = THIRD GRADE
4 = FOURTH GRADE
5 = FIFTH GRADE
6 = SIXTH GRADE
7 = SEVENTH GRADE
8 = EIGHTH GRADE
9 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
13 = UNGRADED

[If G_FSTGRD1/2/3/4/5/6 is less than or equal to 0, go to G_TCHSB]

>G_TCHSB<

[If F_CURTCH@curtch equals 1] In what subject areas do you teach at

In what subject areas did you teach at your current/most recent school?

COLLECT UP TO 3. ENTER 0 FOR NO MORE.

1 = GENERAL ELEMENTARY
2 = ART/DRAMA/MUSIC
3 = BUSINESS
4 = ECONOMICS/POLITICAL SYSTEMS
5 = ENGLISH/JOURNALISM
6 = FOREIGN LANGUAGES
7 = HEALTH/PHYSICAL EDUCATION
8 = MATH
9 = SCIENCE
10 = SPECIAL EDUCATION
11 = SOCIAL STUDIES/HISTORY/CIVICS
12 = VOCATIONAL/OCCUPATIONAL
13 = OTHER

[If G_TCHSB1/2/3 is less than or equal to 0, go to G_TEAM]
[If G_TCHSB1/2/3 equals 1, go to G_SBGEN1/2/3]
[If G_TCHSB1/2/3 equals 2, go to G_SBART1/2/3]
[If G_TCHSB1/2/3 equals 3, go to G_SBBUS1/2/3]
[If G_TCHSB1/2/3 equals 4, go to G_SBPOL1/2/3]
[If G_TCHSB1/2/3 equals 5, go to G_SBENG1/2/3]
[If G_TCHSB1/2/3 equals 6, go to G_SBFOR1/2/3]
[If G_TCHSB1/2/3 equals 7, go to G_SBPHS1/2/3]
[If G_TCHSB1/2/3 equals 8, go to G_SBMAT/2/3]
[If G_TCHSB1/2/3 equals 9, go to G_SBSCN1/2/3]
[If G_TCHSB1/2/3 equals 10, go to G_SBSPD1/2/3]
[If G_TCHSB1/2/3 equals 11, go to G_SBSOC1/2/3]
[If G_TCHSB1/2/3 equals 12, go to G_SBVOC/2/3]
[If G_TCHSB1/2/3 equals 13, go to G_TCHSP1/2/3]
[If G_NUMSNC is less than or equal to 1, go to G_TEAM]
[Else go to G_FSTSB]

>G_TCHSP1/2/3<

[If F_CURTCH@curtch equals 1]
In what subject areas do you teach?
In what subject areas did you teach?

SPECIFY:

[Go to G_TCHSB@tchsb2/3]
[If G_NUMSNC is less than or equal to 1, go to G_TEAM]
[Else go to G_FSTSB]

>G_SBGEN1/2/3<

(Within General Elementary/Basic Skills, you teach...)
READ OPTIONS AS NECESSARY

1 = GENERAL ELEMENTARY
2 = KINDERGARTEN
3 = READING
4 = BASIC SKILLS AND REMEDIAL EDUCATION
5 = OTHER - SPECIFY

[If G_SBGEN1/2/3 equals 1-4,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBGEN1/2/3 equals 5, go to G_SGEN1S]

>G_SGEN1/2/3S<

WHAT GENERAL ELEMENTARY/BASIC SKILLS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBART1/2/3<

(Within Art/Drama/Music, you teach...)
READ OPTIONS AS NECESSARY

1 = ART
2 = DANCE
3 = DRAMA/THEATER
4 = MUSIC
5 = OTHER - SPECIFY

[If G_SBART1/2/3 equals 1-4,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBART1/2/3 equals 5, go to G_SART1S]

>G_SART1/2/3S<

WHAT ART/DRAMA/MUSIC FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBBUS1/2/3<

(Within Business, you teach...)
READ OPTIONS AS NECESSARY

1 = BUSINESS/MARKETING
2 = ACCOUNTING
3 = ECONOMICS
4 = TRADE AND INDUSTRY
5 = OTHER - SPECIFY

[If G_SBBUS1/2/3 equals 1-4,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBBUS1/2/3 equals 5, go to G_SBUS1S]

>G_SBUS1/2/3S<

WHAT BUSINESS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBPOL1/2/3<

(Within Economics/Political systems, you teach...)
READ OPTIONS AS NECESSARY

1 = POLITICAL SYSTEMS
2 = ECONOMICS
3 = CIVICS
4 = OTHER - SPECIFY

[If G_SBPOL1/2/3 equals 1-3,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBPOL1/2/3 equals 4, go to G_SPOL1S]

>G_SPOL1/2/3S<

WHAT POLITICAL SYSTEMS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBENG1/2/3<

(Within English/Journalism, you teach...)
READ OPTIONS AS NECESSARY

1 = ENGLISH LANGUAGE ARTS
2 = JOURNALISM
3 = READING
4 = LIBRARY SKILLS/ RESEARCH SKILLS
5 = ENGLISH AS A SECOND LANGUAGE
6 = OTHER - SPECIFY

[If G_SBENG1/2/3 equals 1-5,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBENG1/2/3 equals 6, go to G_SENG1S]

>G_SENG1/2/3S<

WHAT ENGLISH/JOURNALISM FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBFOR1/2/3<

(Within Foreign languages, you teach...)
READ OPTIONS AS NECESSARY

1 = SPANISH
2 = FRENCH
3 = GERMAN
4 = LATIN
5 = RUSSIAN
6 = BILINGUAL EDUCATION
7 = OTHER FOREIGN LANGUAGES
8 = ENGLISH AS A SECOND LANGUAGE
9 = OTHER - SPECIFY

[If G_SBFOR1/2/3 equals 1-8,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBFOR1/2/3 equals 9, go to G_SFOR1S]

>G_SFOR1/2/3S<

WHAT FOREIGN LANGUAGE FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBPHS1/2/3<

(Within Health/Physical education, you teach...)
READ OPTIONS AS NECESSARY

1 = PHYSICAL EDUCATION
2 = HEALTH
3 = HEALTH OCCUPATIONS
4 = DIET/NUTRITION
5 = KINESIOLOGY
6 = OTHER - SPECIFY

[If G_SBPHS1/2/3 equals 1-5,-1,-2, go to G_TCHSB@tchsb2]
[If G_SBPHS1/2/3 equals 6, go to G_SPHS1S]

>G_SPHS1/2/3S<

WHAT HEALTH/PHYSICAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBMAT/2/3<

(Within MATH, you teach...)
READ OPTIONS AS NECESSARY

1 = MATHEMATICS
2 = COMPUTER SCIENCE
3 = ACCOUNTING
4 = OTHER - SPECIFY

[If G_SBMAT/2/3 equals 1-3,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBMAT/2/3 equals 4, go to G_SMAT1S]

>G_SMAT1/2/3S<

WHAT MATH FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBSCN1/2/3<

(Within Science, you teach...)
READ OPTIONS AS NECESSARY

1 = BIOLOGY/LIFE SCIENCE
2 = CHEMISTRY
3 = GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
4 = PHYSICS
5 = COMPUTER SCIENCE
6 = PHYSICAL SCIENCE
7 = GENERAL AND ALL OTHER SCIENCE
8 = OTHER - SPECIFY

[If G_SBSCN1/2/3 equals 1-7,-1,-2, go to G_TCHSB@tchsb2]
[If G_SBSCN1/2/3 equals 8, go to G_SSCN1S]

>G_SBCN1/2/3<

WHAT SCIENCE FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBSPD1/2/3<

(Within Special Education, you teach...)
READ OPTIONS AS NECESSARY

1 = GENERAL SPECIAL EDUCATION
2 = BASIC SKILLS AND REMEDIAL EDUCATION
3 = DEAF AND HARD-OF-HEARING
4 = EMOTIONALLY DISTURBED
5 = GIFTED
6 = MILDLY HANDICAPPED
7 = ORTHOPEDICALLY HANDICAPPED
8 = SEVERELY HANDICAPPED
9 = SPECIFIC LEARNING DISABILITY
10 = SPEECH/LANGUAGE
11 = VISUAL IMPAIRMENT
12 = OTHER SPECIAL EDUCATION
13 = OTHER - SPECIFY

[If G_SBSPD1/2/3 equals 1-12,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBSPD1/2/3 equals 13, go to G_SSPD1S]

>G_SSPD1/2/3S<

WHAT SPECIAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBSOC1/2/3<

(Within Social Studies/History/Civics, you teach...)
READ OPTIONS AS NECESSARY

1 = SOCIAL STUDIES
2 = HISTORY
3 = AMERICAN INDIAN/NATIVE AMERICAN STUDIES
4 = PHILOSOPHY
5 = RELIGION
6 = POLITICAL SYSTEMS
7 = ECONOMICS
8 = CIVICS
9 = GEOGRAPHY
10 = OTHER - SPECIFY

[If G_SBSOC1/2/3 equals 1-9,-1,or -2, go to G_TCHSB@tchsb2]
[If G_SBSOC1/2/3 equals 10, go to G_SSOC1S]

>G_SSOC1/2/3S<

WHAT SOCIAL STUDIES/HISTORY/CIVICS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_TCHSB@tchsb2]

>G_SBVOC/2/3<

(Within th Vocational/Occupational area, you teach...)
READ OPTIONS AS NECESSARY

1 = HOME ECONOMICS
2 = AGRICULTURE
3 = HEALTH OCCUPATIONS
4 = INDUSTRIAL ARTS
5 = MILITARY SCIENCE
6 = TECHNICAL
7 = OTHER VOCATIONAL EDUCATION
8 = TRADE AND INDUSTRY
9 = OTHER - SPECIFY

[If G_SBVOC/2/3 equals 1-8,-1, or -2, go to G_TCHSB@tchsb2]
[If G_SBVOC/2/3 equals 9, go to G_SVOC1S]

>G_SVOC1/2/3S<

WHAT VOCATIONAL/OCCUPATIONAL FIELD ARE YOU CERTIFIED IN?

SPECIFY:
[Go to G_TCHSB@tchsb2]

>G_FSTSB<

In what subject areas did you teach while you were at your first school?

COLLECT UP TO 3. ENTER 0 FOR NO MORE.

1 = GENERAL ELEMENTARY
2 = ART/DRAMA/MUSIC
3 = BUSINESS
4 = ECONOMICS/POLITICAL SYSTEMS
5 = ENGLISH/JOURNALISM
6 = FOREIGN LANGUAGES
7 = HEALTH/PHYSICAL EDUCATION
8 = MATH
9 = SCIENCE
10 = SPECIAL EDUCATION
11 = SOCIAL STUDIES/HISTORY/CIVICS
12 = VOCATIONAL/OCCUPATIONAL
13 = OTHER

[If G_FSTSB/2/3 is less than or equal to 0, go to G_TEAM]
[If G_FSTSB/2/3 equals 1, go to G_FSGEN/2/3]
[If G_FSTSB/2/3 equals 2, go to G_FSART/2/3]
[If G_FSTSB/2/3 equals 3, go to G_FSBUS1/2/3]
[If G_FSTSB/2/3 equals 4, go to G_FSPOL/2/3]
[If G_FSTSB/2/3 equals 5, go to G_FSENG1/2/3]
[If G_FSTSB/2/3 equals 6, go to G_FSFOR1/2/3]
[If G_FSTSB/2/3 equals 7, go to G_FSPHS1/2/3]
[If G_FSTSB/2/3 equals 8, go to G_FSMAT1/2/3]
[If G_FSTSB/2/3 equals 9, go to G_FSSCN1/2/3]
[If G_FSTSB/2/3 equals 10, go to G_FSSPD1/2/3]
[If G_FSTSB/2/3 equals 11, go to G_SBSOC1/2/3]
[If G_FSTSB/2/3 equals 12, go to G_SBVOC/2/3]
[If G_FSTSB/2/3 equals 13, go to G_FSTSP1/2/3]
[If G_FSTSB@FSTSB1/2/3 is less than or equal to 0, go to G_TEAM]

>G_FSTSP1/2/3<

In what subject areas did you teach while you were at your first school?

SPECIFY:

[Go to G_FSTSB@fstsb2/3]

[If G_FSTSP@FSTSP1/2/3 is less than or equal to 0 go to G_TEAM]

>G_FSGEN/2/3<

(Within General Elementary/Basic Skills, you taught...)
READ OPTIONS AS NECESSARY

1 = GENERAL ELEMENTARY
2 = KINDERGARTEN
3 = READING
4 = BASIC SKILLS AND REMEDIAL EDUCATION
5 = OTHER - SPECIFY

[If G_FSGEN1/2/3 equals 1-4,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSGEN1/2/3 equals 5, go to G_FGEN1S]

>G_FGEN1/2/3S<

WHAT GENERAL ELEMENTARY/BASIC SKILLS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSART1/2/3<

(Within Art/Drama/Music, you taught...)
READ OPTIONS AS NECESSARY

1 = ART
2 = DANCE
3 = DRAMA/THEATER
4 = MUSIC
5 = OTHER - SPECIFY

[If G_FSART1/2/3 equals 1-4,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSART1/2/3 equals 5, go to G_FART1/2/3S]

>G_FART1/2/3S<

WHAT ART/DRAMA/MUSIC FIELD ARE YOU CERTIFIED IN?

SPECIFY:
[Go to G_FSTSB@fstsb2]

>G_FSBUS1/2/3<

(Within Business, you taught...)
READ OPTIONS AS NECESSARY

1 = BUSINESS/MARKETING
2 = ACCOUNTING
3 = ECONOMICS
4 = TRADE AND INDUSTRY
5 = OTHER - SPECIFY

[If G_FSBUS1/2/3 equals 1-4,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSBUS1/2/3 equals 5, go to G_FBUS1/2/3S]

>G_FBUS1/2/3S<

WHAT BUSINESS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSPOL1/2/3<

(Within Economics/Political Systems, you taught...)
READ OPTIONS AS NECESSARY

1 = POLITICAL SYSTEMS
2 = ECONOMICS
3 = CIVICS
4 = OTHER - SPECIFY

[If G_FSPOL1/2/3 equals 1-3,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSPOL1/2/3 equals 4, go to G_FPOL1/2/3S]

>G_FPOL1/2/3S<

WHAT POLITICAL SYSTEMS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSENG1/2/3<

(Within English/Journalism, you taught...)
READ OPTIONS AS NECESSARY

1 = ENGLISH/LANGUAGE ARTS
2 = JOURNALISM
3 = READING
4 = LIBRARY SKILLS/RESEARCH SKILLS
5 = ENGLISH AS A SECOND LANGUAGE
6 = OTHER - SPECIFY

[If G_FSENG1/2/3 equals 1-5,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSENG1/2/3 equals 6, go to G_FENG1/2/3S]

>G_FENG1/2/3S<

WHAT ENGLISH/JOURNALISM FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSFOR1/2/3<

(Within Foreign Languages, you taught...)
READ OPTIONS AS NECESSARY

1 = SPANISH
2 = FRENCH
3 = GERMAN
4 = LATIN
5 = RUSSIAN
6 = BILINGUAL EDUCATION
7 = OTHER FOREIGN LANGUAGES
8 = ENGLISH AS A SECOND LANGUAGE
9 = OTHER - SPECIFY

[If G_FSFOR1/2/3 equals 1-8,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSFOR1/2/3 equals 9, go to G_FFOR1/2/3S]

>G_FFOR1/2/3S<

WHAT FOREIGN LANGUAGE FIELD ARE YOU CERTIFIED IN?

SPECIFY:
[Go to G_FSTSB@fstsb2]

>G_FSPHS1/2/3<

(Within Health/Physical Education, you taught...)
READ OPTIONS AS NECESSARY

1 = PHYSICAL EDUCATION
2 = HEALTH
3 = HEALTH OCCUPATIONS
4 = DIET/NUTRITION
5 = KINESIOLOGY
6 = OTHER - SPECIFY

[If G_FSPHS1/2/3 equals 1-5,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSPHS1/2/3 equals 6, go to G_FPHS1/2/3S]

>G_FPHS1/2/3S<

WHAT HEALTH/PHYSICAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSMAT1/2/3<

(Within MATH, you taught...)
READ OPTIONS AS NECESSARY

1 = MATHEMATICS
2 = COMPUTER SCIENCE
3 = ACCOUNTING
4 = OTHER - SPECIFY

[If G_FSMAT1/2/3 equals 1-3,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSMAT1/2/3 equals 4, go to G_FMAT1/2/3S]

>G_FMAT1/2/3S<

WHAT MATH FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSSCN1/2/3<

(Within Science, you taught...)
READ OPTIONS AS NECESSARY

1 = BIOLOGY/LIFE SCIENCE
2 = CHEMISTRY
3 = GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
4 = PHYSICS
5 = COMPUTER SCIENCE
6 = PHYSICAL SCIENCE
7 = GENERAL AND ALL OTHER SCIENCE
8 = OTHER - SPECIFY

[If G_FSSCN1/2/3 equals 1-7,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSSCN1/2/3 equals 8, go to G_FSCN1/2/3S]

>G_FSCN1/2/3S<

WHAT SCIENCE FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSSPD1/2/3<

(Within Special Education, you taught...)
READ OPTIONS AS NECESSARY

1 = GENERAL SPECIAL EDUCATION
2 = BASIC SKILLS AND REMEDIAL EDUCATION
3 = DEAF AND HARD-OF-HEARING
4 = EMOTIONALLY DISTURBED
5 = GIFTED
6 = MILDLY HANDICAPPED
7 = ORTHOPEDICALLY HANDICAPPED
8 = SEVERELY HANDICAPPED
9 = SPECIFIC LEARNING DISABILITY
10 = SPEECH/LANGUAGE
11 = VISUAL IMPAIRMENT
12 = OTHER SPECIAL EDUCATION
13 = OTHER - SPECIFY

[If G_FSSPD1/2/3 equals 1-12,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSSPD1/2/3 equals 13, go to G_FSPD1/2/3S]

>G_FSPD1/2/3S<

WHAT SPECIAL EDUCATION FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSSOC1/2/3<

(Within Social Studies/History/Civics, you taught...)
READ OPTIONS AS NECESSARY

1 = SOCIAL STUDIES
2 = HISTORY
3 = AMERICAN INDIAN/NATIVE AMERICAN STUDIES
4 = PHILOSOPHY
5 = RELIGION
6 = POLITICAL SYSTEMS
7 = ECONOMICS
8 = CIVICS
9 = GEOGRAPHY
10 = OTHER - SPECIFY

[If G_FSSOC1/2/3 equals 1-9,-1,or -2, go to G_FSTSB@fstsb2]
[If G_FSSOC1/2/3 equals 10, go to G_FSOC1/2/3S]

>G_FSOC1/2/3S<

WHAT SOCIAL STUDIES/HISTORY/CIVICS FIELD ARE YOU CERTIFIED IN?

SPECIFY:

[Go to G_FSTSB@fstsb2]

>G_FSVOC1/2/3<

(Within the Vocational/Occupational area, you taught...)
READ OPTIONS AS NECESSARY

1 = HOME ECONOMICS
2 = AGRICULTURE
3 = HEALTH OCCUPATIONS
4 = INDUSTRIAL ARTS
5 = MILITARY SCIENCE
6 = TECHNICAL
7 = OTHER VOCATIONAL EDUCATION
8 = TRADE AND INDUSTRY
9 = OTHER - SPECIFY

[If G_FSVOC1/2/3 equals 1-8,-1, or -2, go to G_FSTSB@fstsb2]
[If G_FSVOC1/2/3 equals 9, go to G_FVOC1S]

>G_FVOC1/2/3S<

WHAT VOCATIONAL/OCCUPATIONAL FIELD ARE YOU CERTIFIED IN?

SPECIFY:
[Go to G_FSTSB@fstsb2]

>G_TEAM<

[If F_CURTCH@curtch equals 1]
In your job as a [fill G_S1UX], do you teach

In your job as a [fill G_S1UX], did you teach your classes with another teacher?

1 = YES
2 = NO

[If G_NUMSNC is less than or equal to 1, go to G_NUMCLS]

>G_FSTTEM<

And in your first teaching job, did you teach your classes with another teacher?

1 = YES
2 = NO

[Go to G_NUMCLS]

>G_NUMCLS<

[If F_CURTCH@curtch equals 1]
In your current teaching job, how many periods or sections do you teach per day?

In your last teaching job, how many periods or sections did you teach per day?

Range (0-10):

[If G_NUMSNC is less than or equal to 1, go to G_WRKLD]

[Go to G_FSTCLS]

>G_FSTCLS<

And in your first teaching job, how many periods or sections did you teach per day?

RANGE (1-10):

[Go to g_wrkld]

>G_WRKLD<

[If G_NUMSNC is greater than 1]
In your **first** teaching job, was the workload given to you by your school (the students or classes that you teach) more difficult than those of other teachers at your school?

Is the workload given to you by your school (the students or classes that you teach) more difficult than those of other teachers at your school?

1 = YES
2 = NO
3 = NOT SURE

[Go to G_HLPNEW]

>G_HLPNEW<

ENTER 1 = AGREE, 2 = DISAGREE

[If G_NUMSNC is greater than 1]
In thinking about your **first** teaching job, would you agree or disagree that your school is/was effective in helping new teachers with...

Do you agree or disagree that your school is/was effective in helping new teachers with...

Student discipline?
Instructional methods?
The curriculum?
Adjusting to school environment?

>G_FTPT<

[If F_CURTCH@curtch equals 1]
Do you work full-time or part-time in your current teaching job?

Did you work full-time or part-time in your most recent teaching job?

1 = FULL-TIME
2 = PART-TIME

[If G_NUMSNC is less than or equal to 1, go to G_SALARY]

[Go to G_FSTFPT]

>G_FSTFPT<

Did you work full-time or part-time in your first teaching job?

1 = FULL-TIME
2 = PART-TIME

>G_SALARY<

[if F_CURTCH@curtch equals 1]
What is your academic year base salary at your current job, not including extra pay for

What was your academic year base salary at your most recent job, not including extra pay for things like summer teaching, coaching, or extra-curricular activities?

RANGE ($1,000-$90,000):

[If G_NUMSNC is less than or equal to 1, go to G_TCHSAT]

>G_FSTSAL<

What was your academic year base salary at your **first** job, not including extra pay for things like summer teaching, coaching, or extra-curricular activities?

RANGE ($1,000-$90,000):

[Go to G_TCHSAT]

>G_TCHSAT<

ENTER 1 = VERY SATISFIED, 2 = SOMEWHAT SATISFIED, 3 = NOT SATISFIED

[If F_CURTCH@curtch equals 1]
In your current teaching job, are you very satisfied,

In your most recent teaching job, were you very satisfied, somewhat satisfied, or dissatisfied with each of the following aspects of teaching?

Student motivation to learn?
School learning environment?
Student discipline and behavior?
Class size?
Support from parents?
How society feels about the teaching profession?
Support from the school administration?

[Go to G_TCHFTR]

>G_TCHFTR<

[If F_CURTCH@curtch is not equal to 1]
Do you plan to return to classroom teaching?

Do you plan to continue classroom teaching?

1 = YES
2 = NO
3 = HOPING TO BUT DON'T KNOW

[If F_CURTCH@curtch equals 1, go to G_END]

>G_LFTTCH<

What is the primary reason you decided to leave teaching?

1 = MOVED OR MOVING DUE TO FAMILY/ PERSONAL REASONS
2 = PREGNANCY/CHILD REARING
3 = HEALTH REASONS/DISABILITY
4 = TO PURSUE ANOTHER CAREER OUTSIDE OF EDUCATION
5 = TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES IN EDUCATION
6 = TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES OUTSIDE EDUCATION
7 = SCHOOL STAFFING ACTION E.G.REDUCTION-IN-FORCE, LAYOFF)
8 = NOT INTERESTED IN TEACHING
9 = DISLIKED/DISSATISFIED WITH TEACHING AS A CAREER
10 = NOT WILLING TO PURSUE TRAINING NECESSARY TO TEACH
11 = TO MOVE INTO SCHOOL ADMINISTRATION
12 = LOW PAY
13 = OTHER

[If G_LFTTCH equals 13, go to G_LFTSP]

[Else go to G_END]

>G_LFTSP<

SPECIFY OTHER REASON FOR LEAVING TEACHING:

[Go to G_END]

>G_CONSDR<

[If G_TCHPST@tchpst equals 1 or F_CURTCH@curtch equals 1, go to G_END]

Have you ever considered doing so?

1 = YES
2 = NO

[If G_CONSDR equals 2,-1, or -2, go to G_END]

>G_PREP<

What types of things have you already done to prepare yourself to teach?

COLLECT UP TO 4 RESPONSES. ENTER 0 FOR NONE OR NO MORE.

0 = NONE
1 = MAJORED IN EDUCATION/HAVE DEGREE
2 = APPLIED TEACHER'S EDUCATION PROGRAM
3 = ENTERED TEACHER'S EDUCATION PROGRAM
4 = TOOK NATIONAL TEACHERS' EXAM
5 = TOOK STATE TEACHING EXAM
6 = COMPLETING/COMPLETED STUDENT TEACHING
7 = TAKING/TOOK COURSES TOWARD TEACHER CERTIFICATION
8 = RELEVANT TEACHING EXPERIENCE: SUBSTITUTE/ TEACHER'S ASSISTANT/SUNDAY SCHOOL
9 = EXPERIENCE WITH CHILDREN: CHILDCARE/MENTORING
10 = COMPLETED CERTIFICATIONS
11 = OTHER - SPECIFY

[If G_PREP1/2/3/4 is less than or equal to 0, go to G_END]
[If G_PREP1/2 equals 11, go to G_PREPS1/2/3/4]
[If G_PREP@prep1 is less than or equal to 0, go to G_END]
[If G_PREP@prep2/3/4 is less than or equal to 0, go to G_TCHAPP]

>G_PREPS1/2/3/4<

SPECIFY OTHER ACTIVITIES FOR TEACHER PREP:

[Go to G_PREP@prep2]

>G_TCHAPP<

Have you ever applied for a teaching position?

1 = YES
2 = NO

[If G_TCHAPP 2,-1, or -2, go to G_NOAPW]

>G_NUMAPP<

How many applications have you submitted since completing your degree?

RANGE(1-25):

[If G_NUMAPP equals 1-25,-1, or -2, go to G_OFRNUM]

>G_NOAPW<

What are the reasons you did not apply for a teaching position?

COLLECT UP TO 5. ENTER 0 FOR NONE OR NO MORE.

1 = NOT INTERESTED IN TEACHING
2 = ALREADY HAD A TEACHING JOB
3 = NEEDED MORE EDUCATION
4 = HAD COURSEWORK BUT NOT READY TO APPLY
5 = JOBS HARD TO GET
6 = DID NOT LIKE STUDENT TEACHING
7 = MORE MONEY IN OTHER JOB OFFER
8 = MORE PRESTIGE IN OTHER JOB OFFER
9 = WANTED OTHER OCCUPATION
10 = LOW PAY
11 = POOR TEACHING CONDITIONS
12 = HAVEN'T TAKEN OR COULDN'T PASS THE REQUIRED TEST OR NOT YET\ CERTIFIED
13 = FAMILY RESPONSIBILITIES/CARING FOR CHILDREN
14 = OTHER-SPECIFY

[If G_NOAPW1/2/3/4/5 is less than or equal to 0, go to G_END]
[If G_NOAPW1/2/3/4/5 equals 14, go to G_noaps1/2/3/4/5]
[Else go to G_END]
[If G_NOAPW@noapw1/2/3/4/5 is less than or equal to 0, go to G_END]

>G_NOAPS1/2/3/4<

WHY DID YOU NOT APPLY FOR A TEACHING POSITION?

SPECIFY OTHER REASON FOR NOT APPLYING:

[Go to G_END]

>G_OFRNUM<

How many offers for teaching positions have you received?

RANGE (0-10):

[If G_OFRNUMequals 0,-1, or -2, go to G_END]
[If G_OFRNUMequals 1-10, go to G_OFRACC]

>G_OFRACC<

Did you accept any of those offers?

1 = YES
2 = NO

[If G_OFRACC equals 1,-1, or -2, go to G_END]

>G_NOACW<

Why didn't you accept a teaching position?

COLLECT UP TO 4. ENTER 0 FOR NONE OR NO MORE.

1 = RECEIVED OFFER AFTER ANOTHER JOB WAS ACCEPTED
2 = PAY WAS NOT ADEQUATE
3 = ANOTHER JOB OFFERED BETTER SALARY/BENEFITS
4 = ANOTHER JOB OFFERED MORE INTERESTING AND CHALLENGING WORK
5 = JOB OFFER WAS TOO FAR AWAY FROM HOME
6 = JOB OFFER WAS IN A DANGEROUS OR DIFFICULT SCHOOL/DISTRICT
7 = OFFER WAS NOT IN AREA FOR WHICH QUALIFIED
8 = OTHER--SPECIFY

[If G_NOACW1/2/3/4 equals 8, go to G_noacs1/2/3/4]
[If G_NOACW@noacw1/2/3/4 is less than or equal to 0, go to G_END]

>G_NOACS1/2/3/4<

Why didn't you accept a teaching position?

SPECIFY OTHER REASON FOR REJECTING TEACHING OFFER:

[Go to G_END]

>G_END<

Abbreviated Facsimile Instrument

CSBANPS

Were you awarded a bachelor's degree from [YNPSCHL] at anytime between July 1, 1998 and August 31, 1999?

1 = YES
2 = NO

[if CSBANPS equals 1, go to CSDGN]
[else go to CSBAOTH]

CSDGN

When did you complete your degree?

MONTH (1-12) :

YEAR (1998-1999) :

[if CSDGN gt 0]
[if CSBANPS eq 1 and (@dgnmm is greater than or equal to 7 and @dgnyy equals 1998)or (@dgnmm is less than 9 and @dgnyy equals 1999, go to

CSELCRD]

[if CSBBELG is not equal to 1, go to CSELCRD]

CSBAOTH

Were you awarded a bachelor's degree by any other school at anytime between July 1, 1998 and August 31, 1999?

1 = YES
2 = NO

[if CSBAOTH equals 1, go to CSSCHUX]

CSSCHUX

Where did you earn your bachelor's degree?

[if CSSUXST equals 1]

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

[if CSSUXST ne 1, go to CSSUXST]

CSDGO

When did you complete your degree?

MONTH (1-12) :
YEAR (1998-1999) :

[if CSBBELG eq 1, go to CSELCRD]
[else, go to CSELCRD]

CSELCRD

At [YNPSCHL], were you enrolled in a course for credit that could be transferred to another school?

1 = YES
2 = NO

[if CSELCRD eq 1, go to CSSCH1]

[else go to CSEND]

CSNUMSCH

total number of schools attended including those from the base year interview

CSENROLL

[if CSNUMSCH eq 1 and CSBACHID go to CSCITZN]

Now I need to ask you some questions about the dates of your enrollment at the schools you've told me about...

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

[if CSENR_ST eq]

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

[if CSENROLL eq 2]
[if CSENR_ST eq 2 or 3 go to CSCALLUX]
[if CSENROLL eq 2 go to CSCITZN]
[else go to CSCALLUX]

CSCITZN

[if YUSCIT eq 1]
[go to CSMAR]

Are you a U.S. citizen?

1 = YES - U.S. CITIZEN OR U.S. NATIONAL

2 = NO - RESIDENT ALIEN - PERMANENT RESIDENT OR OTHER ELIGIBLE NON-CITIZEN TEMPORARY RESIDENT'S CARD

3 = NO - STUDENT VISA - IN THE COUNTRY ON AN F1 OR F2 VISA OR ON A J1 OR J2 EXCHANGE VISITOR VISA

CSMAR

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE IF RESPONDENT WAS EVER MARRIED.

1 = SINGLE, NEVER MARRIED
2 = MARRIED
3 = SEPARATED
4 = DIVORCED
5 = WIDOWED

CSGRDENR

Now I'd like to ask you some questions about your activities since you graduated from [CSBACHSC]. Are you currently enrolled in a graduate or professional program?

1 = YES
2 = NO

1 [go to CSGRDSCH]
2 [go to CSOTHENR]

CSOTHENR

Are you currently taking any courses for credit in undergraduate, vocational, or non-degree programs?

1 = YES
2 = NO

CSAPPLY

Are you applying for or do you expect to apply for graduate school for the 2000-2001 school year?

1 = YES
2 = NO

[If CSAPPLY eq 1, go to CSFUTENR]
[If CSAPPLY eq 2,-1,-2, go to CSEMPCUR]

CSFUTENR

Do you expect to enroll in a degree program in the next 10 years?

1 = YES
2 = NO

If CSFUTENR equal 1,-2,-1, or 2, go to CSDEGTYP]

CSGRDSCH

[if CSAPPLY eq 1 go to CSDEGTYP]

Where are you currently enrolled?

INTERVIEWER: IF ON SUMMER BREAK, COLLECT INFO ABOUT SPRING 2000 TERM.

[if YNPIPDS ne]
3 = [YNPSCHL]
[endif]
[if CSBAIPDS ne]
4 = [CSBACHSC]
[endif]
[if CSIPDS1 ne]
5 = [CSFSTPSE]
[endif]
[if YOT1IPD ne]
6 = [YOT1NAM]
[endif]
[if YOT2IPD ne]
7 = [YOT2IPD]
[endif]
[if YOT3IPD ne]
8 = [YOT3IPD]
[endif]
[if CSIPDS2 ne]
9 = [CSSCH2]
[endif]
[if CSIPDS3 ne]
10 = [CSSCH3]
[endif]
[if CSIPDS4 ne]
11 = [CSSCH4]
[endif]
[if CSIPDS5 ne]
12 = [CSSCH5]
[endif]
[if CSIPDS6 ne]
13 = [CSSCH6]
[endif]

IF NOT ONE OF THE SCHOOL(S) LISTED, CODE THE SCHOOL NAME IN THE USER EXIT.

[if CSS1UXST eq 1]

1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT
[if CSGRDSCH eq 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 go to CSDEGTYP]
[if CSGRDSCH eq 2, go to CSS1END]

CSDEGTYP

[if CSOTHENR eq 1 and CSFUTENR eq 1 or CSFUTENR eq -1 or -2 [go to CSEMPCUR]
[else][if CSOTHENR eq 1 and CSFUTENR@futenr eq 2]
[go to CSEMPCUR]
[if CSAPPLY eq 1]

What degree do you intend to pursue?
[else][if CSGRDENR eq 1]

What degree are you working toward?

MASTER'S
1 = BUSINESS ADMIN (MBA)
2 = SCIENCE (MS)
3 = ARTS (MA)
4 = EDUCATION (M.ED)
5 = PUBLIC ADMIN (MPA)
6 = LIBRARY SCIENCE(MLS)
7 = PUBLIC HEALTH (MPH)
8 = FINE ARTS (MFA)
9 = APPLIED ARTS (MAA)
10 = TEACHING (MAT)
11 = DIVINITY (M.DIV)
12 = SOCIAL WORK (MSW)
13 = LANDSCAPE ARCHITECT
14 = PROFESSIONAL MGMT
15 = OTHER MASTERS

DOCTOR
16 = PHILOSOPHY (PHD)
17 = EDUCATION (ED.D)
18 = THEOLOGY (THD)
19 = BUSINESS ADMIN (DBA)
20 = ENGINEERING (D.ENG)
21 = FINE ARTS (DFA)
22 = PUBLIC ADMIN (DPA)
23 = SCIENCE (DSC/SCD)
24 = PSYCHOLOGY (PSYD)
25 = OTHER DOCTORAL DEGREE

FIRST PROFESSIONAL
26 = CHIROPRACTIC (DC OR DCM)
27 = DENTISTRY (DDS OR DMD)
28 = MEDICINE (MD)
29 = OPTOMETRY (OD)
30 = OSTEOPATHIC MEDICINE (DO)
31 = PHARMACY (PHARM.D)
32 = PODIATRY (DPM OR POD. D)
33 = VETERINARY MEDICINE (DVM)
34 = LAW (LLB OR JD)
35 = THEOLOGY (M.DIV, MHL, BD)

[if CSDEGTYP eq 1 or CSDEGTYP ge 5 and le 7)]
[go to CSGRDST]

[if CSDEGTYP ge 12 and CSDEGTYP le 13) or CSDEGTYP ge 18 and CSDEGTYP le 19)]
[go to CSGRDST]
[endif]
[if (CSDEGTYP ge 22 and CSDEGTYP le 24) or (CSDEGTYP ge 26 and CSDEGTYP le 35)]
[go to CSGRDST]
[If CSDEGTYP 1, 5, 6, 7, 12, 13, 18, 19, 22, 23, 24, 26-35 go to CSGRDRSN]

CSPROGRM

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

[if CSAPPLY eq 1]
What do you plan to study?
[else][if CSGRDENR eq 1]

What is your program or field of study?

CODE FIELD OF STUDY IN THE USER EXIT.

F5 = DOUBLE MAJOR

[if CSPROGRM eq -1 or -2
[go to CSMAJEND]
[if CSPROGRM eq DOUBLEMAJOR]
[go to CSDBLMJ]
[else]
[go to CSMAJUX]

CSDBLM

[if CSDBLMJ eq 2 go to CSMAJUX]
[if CSAPPLY eq 1]
What is your intended major or program of study?
[else][if CSGRDENR eq 1]

What is your primary major or program of study?

[if CSAPPLY eq 1]
What is your intended secondary major?
[else][if CSGRDENR eq 1]

What is your secondary major?

[if CSDBLM eq -1 or -2, go to CSmajend]

CSMAJUX

Major string: [CSPROGRM]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING SCREENS OF THE USEREXIT.

[if CSMJ_ST eq 1]

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

[if CSMAJUX eq 2]
[go to CSMAJEND]

CSGRDST

Have you been enrolled mainly as a full-time or part-time student?

1 = MOSTLY FULL-TIME
2 = MOSTLY PART-TIME
3 = MIX OF FULL- AND PART-TIME

CSGRDAID

The next questions have to do with sources of funding for your graduate studies.

ENTER 1 = YES, 2 = NO

Have you...

received student loans?.....**CSGRDAID**
received grants?.....**CSGRANT**
received a tuition waiver?....**CSWAIVE**
had an assistantship?.....**CSASSIST**
had a fellowship?.....**CSFELLOW**

[if CSASSIST eq 1]
worked while enrolled
(other than your assistantship)?.....**CSGWORK**
[else] worked while enrolled?.....**CSGWORK**

[if CSWORK eq 1] been reimbursed for your tuition by your employer?.....**CSREIMBR**
received money from your parents/guardians?.....**CSPARENT**

[if CSMAR eq 2]
received money from your spouse?.....**CSSPOUS**
[endif]

received funding from any other source?.....**CSOTHER**

If CSOTHER eq 1 [go to CSGRAIDS]
2,-1,-2 [go to CSGRDHRS]

CSGRAIDS

SPECIFY OTHER SOURCE OF FUNDING

CSGRDHRS

[if CSGRDAID ne 1 and CSGRDAID ne 1 go to CSEMPCUR]
[if CSGRDAID eq 1]
Including your assistantship how many hours did you work per week
[else]
How many hours did you work per week while you were enrolled during the 1999-2000 school year?

RANGE (1-99):
1-59,-1,-2 [go to CSGRDWRK]

CSGRDHRV

You worked [CSGRDHRS] hours per week while you were going to graduate school?

1 = YES
2 = NO

2 [go to CSGRDHRS]

CSGRDWRK

While you were enrolled and working,

would you say you were primarily...

1 = A student working to meet expenses or
2 = An employee who decided to enroll in school?

1,-1,-2 [go to CSEND]

CSEMPCUR

INTERVIEWER: PROBE FOR WORK STATUS.

Now I'd like to ask you some questions about your current employment status. Are you currently...

1 = Working full-time?
2 = PART-TIME
3 = WAITING TO REPORT TO WORK/TEMPORARY LAYOFF
4 = NOT WORKING, BUT LOOKING FOR WORK
5 = NOT WORKING AND NOT LOOKING FOR WORK
6 = HOMEMAKER
7 = DISABLED

4-7 [go to CSEND]

CSCURTCH

Are you currently employed as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

1 = YES
2 = NO

1 [go to CSSALARY]

CSEMPTYP

Are you working for...
READ OPTIONS AS NEEDED.

1 = A private, for profit company?
2 = A NONPROFIT OR PRIVATE, NOT-FOR-PROFIT COMPANY
3 = A LOCAL GOVERNMENT
4 = A STATE GOVERNMENT
5 = THE FEDERAL GOVERNMENT (INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)
6 = THE MILITARY (INCLUDING THE NATIONAL GUARD)
7 = THE SCHOOL

CSCURJOB

Would you consider your current job to be the start of your career in this occupation or industry?

INTERVIEWER: PROBE IF RESPONDENT SAYS NO.

1 = YES
2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
3 = PREPARING FOR GRADUATE SCHOOL
4 = TEMP JOB - DECIDING ON FUTURE EDUCATION/CAREER
5 = PAYS THE BILLS
6 = ONLY JOB AVAILABLE
7 = OTHER

CSSALARY

For your current job, about how much do you earn annually, before taxes and other deductions?

RANGE ($0 - $999,999):

CSWEB

If you could have completed this questionnaire on the Internet, would you have been more likely or less likely to respond?

1 = MORE LIKELY
2 = LESS LIKELY
3 = NO DIFFERENCE

Reinterview Facsimile Instrument

>CRINTRO1<

Hello, my name is _____, and I'm calling from the Research Triangle Institute for the U.S. Department of Education.

Recently, when you completed a telephone interview as part of the Baccalaureate and Beyond survey, you agreed to participate in a brief reinterview. I'd like to conduct the 5- to 10-minute reinterview now. You can stop at any time.

Let's begin. . . .

>CRRES1<

During your first year at [CBFSTPSE], did you live...

IF MORE THAN ONE RESIDENCE, GIVE THE PLACE LIVED THE LONGEST.

1 = On-campus in school-owned housing,
2 = Off-campus in school-owned housing,
3 = In a fraternity or sorority house,
4 = In an apartment or other house other than with parents or guardians,
5 = With your parents or guardians,
6 = With other relatives, or
7 = Someplace else?

>CRJOBN1<

[if CBJOBN1 eq <> go to CRHOURS1]
How many jobs did you have for pay during your first year of college?

RANGE (0-9):

<0,-1,-2> [go to CREMP99]

>CRHOURS1<

[if CBHOURS1 eq <> go to CREMP99]

About how many hours did you typically work per week while you were going to school (during your first year)?

RANGE (1-80):

>CREMP99<

[if CDEMP99 eq <> go to CRGRDENR]

Now I'd like to ask you a few questions about your employment in 1999. Did you work for pay in (calendar year) 1999?

1 = YES
2 = NO

<1> [go to CRINC99]
<2,-1,-2> [go to CRGRDENR]

>CRINC99<

[if CDINC99 eq <> go to CRGRDENR]

How much did you earn from work in 1999?

RANGE ($1 - $3,000,000):

>CRGRDENR<

[if CEGRDENR eq <> go to CROTHENR]

Now I'd like to ask you some questions about your activities since you graduated from [CABACHSC].

Are you currently enrolled in a graduate or professional program?

1 = YES
2 = NO

<1> [go to CRLIFLNG]

>CROTHENR<

[if CEOTHENR eq <> go to CRLIFLNG]

Are you currently taking any courses for credit in undergraduate, vocational, or non-degree programs?

1 = YES
2 = NO

>CRAPPLY<

[if CEAPPLY eq <> go to CRFUTENR]

Are you applying for or do you expect to apply for graduate school for the 2000-2001 school year?

1 = YES
2 = NO

<1> [go to CRLIFLNG]

>CRFUTENR<

[if CEFUTENR eq <> go to CRLIFLNG]

Do you expect to enroll in a degree program in the next 10 years?

1 = YES
2 = NO

>CRLIFLNG<

[if CELIFLNG eq <> go to CRCURTCH]

When you filed your 1999 taxes, did you \ [if SJAGE lt <30>] or your parents claim the federal Lifetime Learning Tax Credit?

0 = NEVER HEARD OF IT
1 = YES
2 = NO

>CRCURTCH<

[if CFCURTCH eq <> go to CRCURJOB]

Are you currently employed as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

1 = YES
2 = NO

[if CRCURTCH eq <1> go to CREND]
[if CFEMPCUR eq <1> or <2> go to CRCURJOB]
[else go to CREND]

>CRCURJOB<

[if CFCURJOB eq <> go to CRRELMAJ]
When we talked to you last, you said that you were employed as a [CFOCCENR].

Would you consider this job to be the start of your career in this occupation or industry?

INTERVIEWER: PROBE IF RESPONDENT SAYS NO.

1 = YES
2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
3 = PREPARING FOR GRADUATE SCHOOL
4 = TEMP JOB - DECIDING ON FUTURE EDUCATION/CAREER
5 = PAYS THE BILLS
6 = ONLY JOB AVAILABLE
7 = OTHER - SPECIFY

>CRRELMAJ<

[if CFRELMAJ eq <> go to CRCOSIZE]
[if YMAJOR ne <>]

INTERVIEWER: REPORTED UG MAJOR =[YMAJOR]
[endif]
[if CFOCCENR ne <-1> and CFOCCENR ne <-2>]Would you say your job as a/an [CFOCCENR] is [else]
Would you say your job is...

1 = Closely,
2 = Somewhat, or
3 = Not related to your undergraduate major?

>CRCOSIZE<

[if CFCOSIZE eq <> go to CRBENFIT]
[if CFSCHEMP eq <3> go to CRBENFIT]
[if CFEMPTYP ne <1> or <2> go to CRBENFIT]
How many employees would you estimate work for your company or organization?

INTERVIEWER: WE ARE REFERRING TO THE ENTIRE COMPANY, INCLUDING ALL LOCATIONS.

1 = 1-99
2 = 100-1000
3 = Over 1000

>CRBENFIT<

[if CFSCHEMP@schemp eq <3> go to CRLOTH]
[if CFBENFIT@health eq <> go to CRLOTH]

Now I have some questions about your benefits.

ENTER 1 = YES, 2 = NO

Does your employer provide you with...

Health insurance?.....**CFHEALTH**

Retirement benefits (EMPLOYER PAID)?.....**CRRETIRE**

Additional retirement benefits, such as a 401(k) or 403(b) (EMPLOYEE CONTRIBUTIONS)?.....**CROTHFIN**

>CRLOTH<

[if Flnext eq <1> go to CROTHBE2]
[if Flnext eq <2> go to CROTHBE1]

>CROTHBE1<

[if CFSCHEMP eq <3> go to CRFLEX]
Does your employer provide you with any of the following types of benefit...

ENTER 1 = YES, 2 = NO

Stock options.....**CFSTOCK**
Life insurance.....**CFLIFINS**
Employee discount.....**CFDISCNT**
Childcare facility.....**CFCCAREF**
Childcare subsidy.....**CFCCARES**
Transit subsidy.....**CFTRANSI**
Fitness facility.....**CFFITNSF**
Fitness subsidy.....**CFFITNSF**
Employee assistance (COUNSELING).....**CFEMPAST**
If CFEMPAST eq <1-2,-1,-2> go to CRFLEX]

>CROTHBE2<

[if CFSCHEMP eq <3> go to CRFLEX]
Does your employer provide you with any other type of benefits?

1 = YES
2 = NO

<1> [go to CROTHBS]
<2,-1,-2> [go to CRFLEX]

>CROTHBS<

What are the other benefits provided by your employer?

ENTER 0 FOR NO MORE.

[CFOTHBS1/2/3/4/5/6]
[go to CRFLEX]

>CRFLEX<

[if CFFLEX eq <> go to CREND]

Sometimes personal circumstances require that your work schedule be flexible. Some employers are responding to this need by allowing their employees greater flexibility in the hours that they work and by allowing employees to telecommute or work from home.

Would you say your work schedule is...

1 = Very flexible - YOU ARE ABLE TO SET YOUR OWN SCHEDULE AS LONG AS YOU WORK A MINIMUM NUMBER OF HOURS.

2 = Somewhat flexible - YOU GENERALLY WORK A SET SCHEDULE, BUT YOU CAN MODIFY IT IF NECESSARY WITH SUPERVISOR APPROVAL.

3 = Not flexible at all - YOU WORK THE SAME SCHEDULE ALL THE TIME.

Appendix E

Table of Contents of Telephone Interviewer Manual and Training Agenda

TELEPHONE INTERVIEWER TRAINING MANUAL
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TELEPHONE INTERVIEWER TRAINING MANUAL
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B&B:2000/2001 FIELD TEST
TELEPHONE INTERVIEWER TRAINING AGENDA
(March 21-25, 2000)

Tuesday		240 minutes	6:00p-10:00p
(Michael Link)	Welcome and Introduction of TIs	15 minutes	6:00p - 6:15p
Topic 1 *(John Riccobono)*	Overview of B&B:2000/2001 (Power Point Presentation) - Background and purpose of B&B:2000/2001 - Study design - Types of questions included - Introduction of project staff	20 minutes	6:15p - 6:40p
(Kristin Perry)	Remarks from NCES Project Officer	10 minutes	6:40p - 6:50p
Topic 2 *(Michael Link)*	Overview of the Training Session - Training agenda and rules	10 minutes	6:50p - 7:00p
Topic 3 *(Lead Trainer)*	Confidentiality and Informed Consent - Review Signed forms - Review materials mailed to parents & students	15 minutes	7:00p - 7:15p
Topic 4 *(Michael Link)*	Demonstration Interview: Audiotaped with dataview projection of screens (Valerie Carson profile)	45 minutes	7:15p - 8:00p
BREAK		15 minutes	8:00p - 8:15p
Topic 5 *(Michael Link)*	Question and Answer sheet review (round robin)	15 minutes	8:15p - 8:30p
Topic 6 *(Jennifer Wine)*	B&B Questionnaire Review of Q-by-Qs -Sections A, B, D	60 minutes	8:30p - 9:30p
(Michael Link & *TSU Assistant)*	Round Robin Mock Interview #1 (Zenith Huston Profile) Sections A, B, D (as time permits)	20 minutes	9:30 - 9:50p
(TSU Assistant)	*Production Sheet Discussion and Entry*	10 minutes	9:50p -10:00p

Wednesday		240 minutes	6:00 - 10:00p
(Michael Link)	Question and Answer sheet review (round robin)	15 minutes	6:00p - 6:15p
Topic 6 *(Melissa Biber)*	B&B Questionnaire Q-by-Q Review (Continued) Sections E, F, G	90 minutes	6:15p - 7:45p
BREAK		15 minutes	7:45p - 8:00p
(Michael Link & *TSU Assistant)*	Round Robin Mock Interview #1 (Zenith Huston Profile) Sections E, F, G (*start where left off on Tuesday*)	45 minutes	8:00p - 8:45p
Topic 7 *(Michael Link)*	Overview of User Exits in Questionnaire - For each (IPEDS; Major; Occ/Industry; Enrollment): Conceptual overview diagram Screen-by-screen review on dataview Hands-on navigation practice	65 minutes	8:45p - 9:50p
(TSU Assistant)	*Production Sheet Entry*	10 minutes	9:50p -10:00p

Thursday		240 minutes	6:00p - 10:00p
(Michael Link)	Question and Answer sheet review (round robin)	15 minutes	6:00p - 6:15p
Topic 8 *(Michael Link: trainer,* *Mike Brannigan: respondent,* *& TSU Assistant)*	Round Robin Mock #2 (Jeff Powell profile)	60 minutes	6:15p - 7:15p
Topic 9 *(Michael Link)*	User Exits Review and Written Exercises	45 minutes	7:15p - 8:00p
BREAK		15 minutes	8:00p - 8:15p
Topic 10 *(Michael Link &* *Mike Brannigan*	B&B Front End Module Overview of Contacting/locating procedures Intro to roster line concept (on data view) QxQ Review Examples on Dataview	30 minutes	8:15p - 8:45p
	B&B Front End Practice	65 minutes	8:45p - 9:50p
(TSU Assistant)	*Production Sheet Entry*	10 minutes	9:50p -10:00p

Friday		120 minutes	5:00p - 9:00p
(Rusty Galloway)	Structured Individual Practice at 300 Park TSU Facility* -- Orientation to TSU Facility -- Structured Practice -- Listen to interview in client room **Interviewers will be required to sign up for a 2-hour block of time between 5pm and 9pmto complete their structure practice.*		
Saturday		450 minutes	9:00a - 4:30p
(Michael Link)	Question and Answer sheet review (round robin)	15 minutes	9:00a - 9:15a
Topic 11 *(Michael Link & Mike Brannigan)*	More Contacting/Locating/Front-end Practice	45 minutes	9:15a - 10:00a
Topic 12 *(Michael Link: trainer, Mike Brannigan: respondent, TSU Assistant)*	Round Robin Mock #3 (Raghib Suresh profile)	45 minutes	10:00a - 10:45a
BREAK		15 minutes	10:45a - 11:00a
SMALL GROUP ACTIVITY SESSION 1		**75 minutes**	**11:00a-12:15p**
Group A: Topic 13 *(Michael Link)*	Refusal Avoidance - Brief overview of reluctant respondent behavior - Review / Critique of audiotaped refusal scenarios		
Group B: Topic 14 *(Kara Kennedy & Ruth Heuer)*	More User Exit Practice and Coding		
LUNCH		30 minutes	12:15p-12:45p
SMALL GROUP ACTIVITY SESSION 1		**75 minutes**	**12:45a-2:00p**
Group B: Topic 13 *(Michael Link)*	Refusal Avoidance - Brief overview of reluctant respondent behavior - Review / Critique of audiotaped refusal scenarios		
Group A: Topic 14 *(Kara Kennedy & Ruth Heuer)*	More User Exit Practice and Coding		
BREAK		10 minutes	2:00p - 2:10p

Topic 15 *(Michael Link, & TSU Asst)*	Paired Certification Interview - Paired Mock #5a/#5b (Michelle Kim Profile)	80 minutes	2:10p - 3:30p
Topic 16 *(Michael Link)*	B&B Quality Control Procedures - Monitoring - Reporting problems/Electronic Problem Sheets - QC Meetings	20 minutes	3:30p - 3:50p
Topic 17 *(Michael Link)*	Question and Answer Session	30 minutes	3:50p - 4:20p
(TSU Assistant)	*Production Sheet Entry*	10 minutes	4:20p - 4:30p

Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (http://nces.ed.gov/pubsearch/). You can also contact Sheilah Jupiter at (202) 502–7444 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2001–15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Beginning Postsecondary Students (BPS) Longitudinal Study		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
2001–04	Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper
Common Core of Data (CCD)		
95–12	Rural Education Data User's Guide	Samuel Peng
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97–15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000–12	Coverage Evaluation of the 1994–95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2001–09	An Assessment of the Accuracy of CCD Data: A Comparison of 1988, 1989, and 1990 CCD Data with 1990–91 SASS Data	John Sietsema
2001–14	Evaluation of the Common Core of Data (CCD) Finance Data Imputations	Frank Johnson
Data Development		
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Decennial Census School District Project		
95–12	Rural Education Data User's Guide	Samuel Peng
96–04	Census Mapping Project/School District Data Book	Tai Phan
98–07	Decennial Census School District Project Planning Report	Tai Phan
2001–12	Customer Feedback on the 1990 Census Mapping Project	Dan Kasprzyk
Early Childhood Longitudinal Study (ECLS)		
96–08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96–18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97–24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97–36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West

No.	Title	NCES contact
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2001–02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001–03	Measures of Socio-Emotional Development in Middle Childhood	Elvira Hausken
2001–06	Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings	Jerry West
Education Finance Statistics Center (EDFIN)		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95–12	Rural Education Data User's Guide	Samuel Peng
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
HS Transcript Studies		
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
International Adult Literacy Survey (IALS)		
97–33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97–27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
National Assessment of Adult Literacy (NAAL)		
98–17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999–09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999–09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999–09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999–09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999–09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999–09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999–09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000–05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000–06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000–07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000–08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000–09	Demographic Changes and Literacy Development in a Decade	Sheida White
2001–08	Assessing the Lexile Framework: Results of a Panel Meeting	Sheida White

No.	Title	NCES contact
National Assessment of Educational Progress (NAEP)		
95–12	Rural Education Data User's Guide	Samuel Peng
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97–30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97–31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97–32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97–37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
2001–07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001–08	Assessing the Lexile Framework: Results of a Panel Meeting	Sheida White
2001–11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001–13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
National Education Longitudinal Study of 1988 (NELS:88)		
95–04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95–05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95–06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95–07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95–12	Rural Education Data User's Guide	Samuel Peng
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98–06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
National Household Education Survey (NHES)		
95–12	Rural Education Data User's Guide	Samuel Peng
96–13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96–14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96–29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler

No.	Title	NCES contact
96–30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97–02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97–04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97–08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97–19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97–20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97–28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97–34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97–35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97–38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97–39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97–40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98–03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95–12	Rural Education Data User's Guide	Samuel Peng
National Postsecondary Student Aid Study (NPSAS)		
96–17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
2000–17	National Postsecondary Student Aid Study:2000 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Postsecondary Education Descriptive Analysis Reports (PEDAR)		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Private School Universe Survey (PSS)		
95–16	IntersurveyConsistency in NCES Private School Surveys	Steven Kaufman
95–17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96–26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96–27	Intersurvey Consistency in NCES Private School Surveys for 1993–94	Steven Kaufman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman

No.	Title	NCES contact
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Recent College Graduates (RCG)		
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94–01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94–02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94–03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94–04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94–06	Six Papers on Teachers from the 1990–91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95–01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95–02	QED Estimates of the 1990–91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95–03	Schools and Staffing Survey: 1990–91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95–08	CCD Adjustment to the 1990–91 SASS: A Comparison of Estimates	Dan Kasprzyk
95–09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95–10	The Results of the 1991–92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95–12	Rural Education Data User's Guide	Samuel Peng
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95–15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95–16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95–18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96–01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96–02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96–05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96–06	The Schools and Staffing Survey (SASS) for 1998–99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96–07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96–09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998–99 SASS	Dan Kasprzyk
96–10	1998–99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96–11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96–12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96–15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96–23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96–24	National Assessments of Teacher Quality	Dan Kasprzyk
96–25	Measures of Inservice Professional Development: Suggested Items for the 1998–1999 Schools and Staffing Survey	Dan Kasprzyk
96–28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97–01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman

No.	Title	NCES contact
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97–10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993–94 School Year	Dan Kasprzyk
97–11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97–12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97–14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97–18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97–23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97–41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
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98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98–05	SASS Documentation: 1993–94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
98–12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98–13	Response Variance in the 1994–95 Teacher Follow-up Survey	Steven Kaufman
98–14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
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1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
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1999–13	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999–14	1994–95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999–17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000–18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
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2001–01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
2001–05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
2001–07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein

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2001–05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
Adult education		
96–14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98–03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
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American Indian – education		
1999–13	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95–12	Rural Education Data User's Guide	Samuel Peng
95–13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97–30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97–31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97–32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97–37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
2001–07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001–11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001–13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
Beginning students in postsecondary education		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
2001–04	Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper

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Civic participation		
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Course-taking		
95–12	Rural Education Data User's Guide	Samuel Peng
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999–10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2001–12	Customer Feedback on the 1990 Census Mapping Project	Dan Kasprzyk
Data quality		
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2001–11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
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Data warehouse		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
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Dropout rates, high school		
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Early childhood education		
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler

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96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
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97–36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2001–02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001–03	Measures of Socio-Emotional Development in Middle School	Elvira Hausken
2001–06	Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings	Jerry West
Educational attainment		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
2001–15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Educational research		
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
Eighth-graders		
2001–05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
Employment		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
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Employment – after college		
2001–15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Engineering		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
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Faculty – higher education		
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Fathers – role in education		
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Finance – elementary and secondary schools		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman

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1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000–18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
2001–14	Evaluation of the Common Core of Data (CCD) Finance Data Imputations	Frank Johnson
Finance – postsecondary		
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Finance – private schools		
95–17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
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Geography		
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2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
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Imputation		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meeting	Dan Kasprzyk
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Institution data		
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International comparisons		
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97–16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97–17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
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97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
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1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
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2000–06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000–07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
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98–07	Decennial Census School District Project Planning Report	Tai Phan
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
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96–04	Census Mapping Project/School District Data Book	Tai Phan
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1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
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2001–13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
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97–15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
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98–06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
98–16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999–17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
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2001–07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001–09	An Assessment of the Accuracy of CCD Data: A Comparison of 1988, 1989, and 1990 CCD Data with 1990–91 SASS Data	John Sietsema
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Teachers		
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Teachers – instructional practices of		
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Teachers – performance evaluations		
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Teachers – qualifications of		
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Violence		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Vocational education		
95–12	Rural Education Data User's Guide	Samuel Peng
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

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